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ABSTRACT

In 1984-85, as part of its annual assessment of the character of remedial programs in New Jersey, the New Jersey Basic Skills Council (NJBSC) administered the Basic Skills Questionnaire to all county and state colleges and universities and requested information on enrollments, placement testing, students identified as needing remediation, students enrolled in remedial coursework, placement policies, exit criteria, and English as a second language students. The study's findings, based on questionnaire responses from all institutions, included the following: (1) all colleges, except one, tested over 90% of their incoming students; (2) statewide, the colleges tested an average of 90% of the full-time students and 85% of the part-time students; (3) every college met or exceeded the Council's minimum placement standards in verbal skills, and almost all exceeded minimum placement standards in computation; (4) the colleges reported that increased percentages of students were identified as needing remediation in reading (37% in 1984 vs. 34% in 1983), writing (32% in 1984 vs. 28% in 1983), and computation (35% in 1984 vs. 30% in 1983); and (5) compared to 1983 responses, the colleges enrolled more of their skills deficient full-time students in appropriate courses in reading (93%), writing (95%), computation (90%), and elementary algebra (74%), but no increase was seen for part-time students. The report includes extensive data tables, along with the the questionnaire, institutional profile form, a description of NJBSC proficiency levels, policy statements, a list of problems encountered in testing, placing, and instructing students in basic skills, and supplementary part-time student data. (MPH)

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ED269058

Report on the CHARACTER OF REMEDIAL PROGRAMS in New Jersey Public Colleges and Universities

Fall, 1984

NEW JERSEY BASIC SKILLS COUNCIL

Department of Higher Education

October 18, 1985

JC 860 202

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EXECUTIVE SUMMARY

In 1977, the New Jersey Board of Higher Education resolved that each public college report annually on the character and effectiveness of its remedial programs. An analysis of the effectiveness of New Jersey's collegiate remedial programs was presented to the Board[1] in February, 1985. With the present report, the Basic Skills Council is presenting descriptive data on the character of New Jersey's public college remedial programs as they were in the 1984-1985 academic year. The major characteristics that emerge from the compilation of data submitted by the colleges are:

Percentage Tested

All colleges but one tested over 90% of their incoming class. The statewide average was 96% of full-time students and 85% of part-time students.

Placement Standards

Every college now meets or exceeds the Council's recommended minimum placement standards in verbal skills (reading and writing). Standards have gradually been raised since 1980. Almost all public colleges are above the suggested minimum placement score in computation. In colleges which require remediation in elementary algebra (some county colleges do not), all the placement standards are above the minimum recommended by the Basic Skills Council.

Extent of Remedial Need

In May, 1985 the Basic Skills Council reported on the results of the testing of the 1984 freshmen[2]. In that report slight declines were noted in the verbal (3 percentage points) and computation (2 percentage points) proficiencies of the full-time entering students.

1 Effectiveness of Remedial Programs in New Jersey Public Colleges, Fall 1982-Spring 1984, Report to Board of Higher Education, January 18, 1985.

2 Results of the New Jersey College Basic Skills Placement Testing, Fall 1984, Report to the Board of Higher Education, May 17, 1985.

Over the five years from 1980 to 1984 the percentage of students judged to "lack proficiency" in verbal skills has stayed within a narrow (3 point) range (31 to 33%). In the report on test results the Council regarded the 1984 decrease in verbal skills as a fluctuation in the data rather than an indication of a trend. Similarly, percentages of students "lacking proficiency" in computation and elementary algebra portions of the test have held approximately steady as well (44-47% and 60-62% respectively).

Paralleling the statewide test results, the colleges report increased percentages of students being identified as needing remediation in reading (37% in 1984 vs 34% in 1983), in writing (32% in 1984 vs 28% in 1983) and in computation (35% in 1984 vs 30% in 1983). These increases in remedial need are in the same narrow range as the test results and should be interpreted in the same fashion.

The need for remediation among New Jersey public college students has not been reduced. In 1984, 13,636 full- and part-time students needed remediation ion in reading; 10,755 needed remediation in writing; 12,992 needed remediation in computation; and 11,182 were identified as needing remediation in elementary algebra (likely an underestimate, since some colleges do not identify for algebra remediation those students who do not choose a math-dependent major). The colleges have responded admirably to the implications of these numbers by improving both the academic and administrative quality of their remedial programs.

Enrollment in Remedial Courses

Having identified students needing remediation through the testing program, colleges must then advise and enroll them in appropriate remedial courses. In 1984, New Jersey's public colleges enrolled the following percentages of their full-time students who needed remediation in appropriate courses within their freshman year: Reading 93%; Writing 95%; Computation 90%; and Elementary Algebra 74%. Each of these percentages represents an improvement over 1983. Enrollment of part-time students in needed remedial courses has not improved, however. Within their first year, 63% of part-time

students enrolled in needed remedial reading courses; 72% enrolled in needed remedial writing courses; 61% enrolled in needed computation courses; and 45% enrolled in needed elementary algebra courses. Over the past few years, the first-year catchment percentage of part-time students has improved slightly but not as much as the Basic Skills Council would hope to see. In a supplementary study part-time students who persisted through four semesters were found to enroll in needed remedial courses in percentages similar to the one-year rates for full-time students.

Areas of Concern

With an eight year perspective to draw upon, the Basic Skills Council can now observe that on the one hand, there has been no real change in the profile of incoming students while on the other hand, the colleges as a whole have reached the point where their remedial programs are essentially doing what they should. They are carrying out the policy principles enunciated by the Board in terms of testing and placement. Statewide the colleges average well over the 90% Board mandate for testing of students and 90% mandate for enrolling skills-deficient students in appropriate remedial courses. In addition, the remedial programs have been found to be academically effective as reported in the Council's two-year study of the outcomes of collegiate basic skills programs. The Council feels that the colleges should be commended for their gradual improvements to this point.

While the testing, placement and enrollment processes of basic skills effort in the colleges were found in this survey to be functioning well, two major areas of policy concern remain unsettled. In September 1983, the Board of Higher Education prohibited colleges from "enrolling students in college-level courses without first being certain that students are proficient in the basic skills required for that course." In this survey, the large number of courses that colleges indicated as

accessable to students with remedial needs (Appendices E and F) calls into question whether the intent of the resolution is being observed. The Basic Skills Council has difficulty, however, given the quality of current information, in making judgements about particular institutions. For example, the numbers of skills-deficient students in college courses is not yet known. Whether the students who enroll in college-level courses have single or multiple skills deficiencies is not known. How colleges chose to include or exclude courses from their listings is not discernable from the data on hand, nor can the level of the content of these courses be determined from their titles. Many colleges report that they depend heavily upon advisement and counseling to ensure that skills-deficient students do not enroll in college-level courses for which they are not prepared. The effectiveness of such advisement remains to be evaluated.

The second area of concern is the fact that six colleges currently give some form of graduation credit for remedial courses (see page 10). In each case the college in question provides some rationale (such as requiring more than 120 credits for graduation) for its policy.

The Council could attempt to gather additional information in both these areas of policy concern. For example, the number of skills-deficient students enrolled in particular courses within an institution, the number of such courses an individual remedial student can attempt, and the precise extent to which advisement exerts control over the registration process could be investigated. An investigation of the content of non-basic skills courses, however, is an area that the Council has felt is beyond its charge.

The Chancellor may wish to solicit these kinds of additional information in order to make an informed judgement about each institution's compliance with the intent of the Board resolutions on credit for remedial courses and preparation for college-level courses.

Introduction

In the 1977 resolution of the Board of Higher Education that created the Basic Skills Assessment Program, two main functions were mandated: testing/placement of all incoming freshmen in New Jersey's public colleges and an annual evaluation of the character and effectiveness of the remedial programs of each of the public colleges. Three reports are issued annually: an analysis of the results of statewide testing; an evaluation of the effectiveness of collegiate remedial programs over four semesters; and the present description of the character of remedial programs in the public colleges.

This report is based on data obtained from a questionnaire that is completed by each institution. The format of this instrument (see Appendix A) was devised by the Council's Advisory Committee on Assessment with suggestions from many college administrators. This questionnaire, essentially the same format since 1980, is issued in January and returned by the colleges by the end of May.

Questionnaire responses are summarized on Institutional Profiles (see Appendix B), which are returned to college presidents for verification of accuracy. Corrections made by the colleges are then included in the final tables.

Students Tested

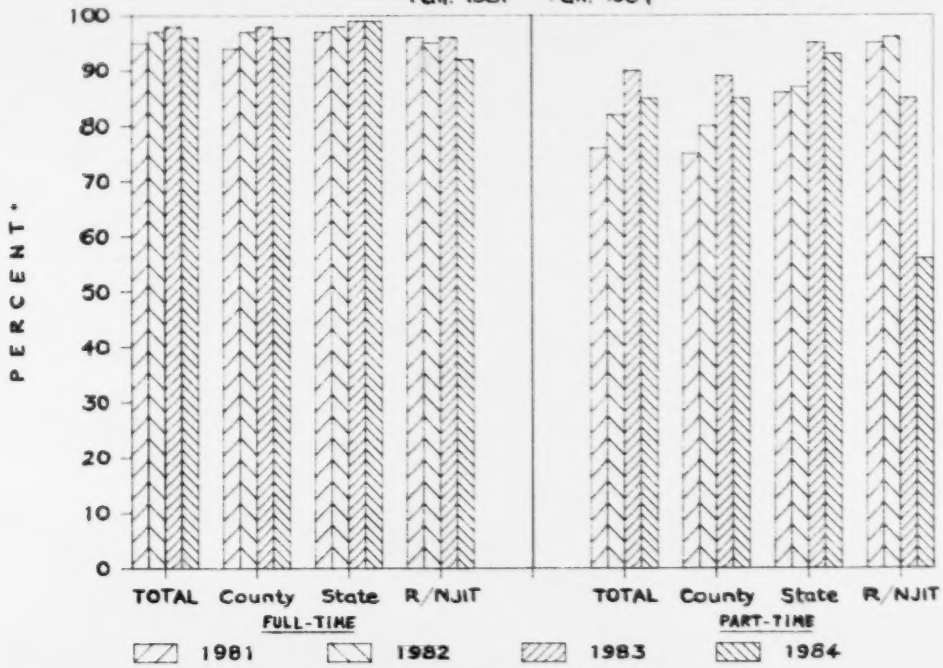
Table 1 displays data by sector and by individual college on the number of students tested upon Fall 1984 admission. The New Jersey College Basic Skills Placement Test (NJCBSPT) is always taken <u>after</u> a student is admitted. Colleges use the test scores for placement purposes, not for admissions decisions. Figure 1 gives a graphic comparison of testing rates by sector from 1981 to 1984.

In the Fall 1984 cohort virtually all (96%) full-time students were tested. Every college (except Atlantic County College) tested over 90% of its full-time students. On a statewide basis, 85% of part-time students were tested but there was a wide variation among colleges in the testing rates of these students. The state colleges tested 93% of

FIGURE 1

ENTERING STUDENTS TESTED, BY SECTOR

Fall. 1981 – Fall. 1984



*Of those required to be tested.

their 1,296 part-time students. The county colleges tested 85% of their 6,985 students and Rutgers tested only 56% of its small (163) part-time student cohort. Although there have been improvements in the testing rates for part-time students in the county colleges, Atlantic (67%), Ocean (72%) and Passaic (64%) County Colleges have slipped since 1983 in their testing rates. These colleges and Rutgers should examine their policies and procedures for notifying and testing part-time students for 1985.

Placement Criteria

If colleges use placement criteria that are set too low, some skills-deficient students will be placed erroneously into college-level courses. Such overplacement is likely to lead to either a high dropout/failure rate or to a subsequent lowering of college academic standards as instructors reduce their requirements to meet the lower skills level of the students they encounter. Over the past seven years, the Basic Skills Council has suggested minimum proficiency standards in verbal skills, computation and elementary algebra as measured by the NJCBSPT (see Appendix C). In addition, it has been observed that students are best served in remedial courses if they are homogeneously grouped by skill level. Most New Jersey public colleges now have two or more levels of remedial courses and use the NJCBSPT not only to set minimums, but also to differentiate among course levels in placement in reading, writing, and mathematics.

Tables 2 through 5 show the placement criteria in use for the Fall 1980 through 1984 students in each discipline for each of the public colleges. In the 1983 character report, ten colleges were cited as having low placement criteria in at least one discipline. In 1984, five of these have raised their criteria and three others have added supplemental tests to enhance placement accuracy.

The Council now feels that the Basic Skills Assessment Program has successfully established a system-wide minimum competency level for New Jersey's public institutions of higher education.

Identification of Skills-Deficient Students

While the Basic Skills Council annually reports the results of student testing in terms of proficiency levels, the colleges themselves identify their students in need of remediation in each discipline. In the 1984 statewide test report, the need for remediation in verbal skills increased by two percentage points (from 31% to 33%) and the need for remediation (i.e., students identified in the "Lacking Proficiency" category) in computation increased from 45% to 47%. In algebra the "Lacking Proficiency" category held steady at 60%. In all these percentages, the Council's minimum standard is applied. If some of the students whose NJCBSPT scores fell into the middle category ("Lacking Proficiency in Some Areas") were counted as needing remediation, the percentages of students needing remediation would be higher.

Tables 6 through 9 give the number and percentage of students identified by each college as needing remediation in each discipline area. Statewide, the identification of students needing remediation in reading increased from 34% in 1983 to 37% in 1984. The identified need for remediation in writing rose from 28% in 1983 to 32% in 1984. The identified need for remediation in computation rose 5 points (from 30% to 35%). Figure 2 displays the identified need for remediation for full-time and part-time students separately for the years 1981 through 1984.

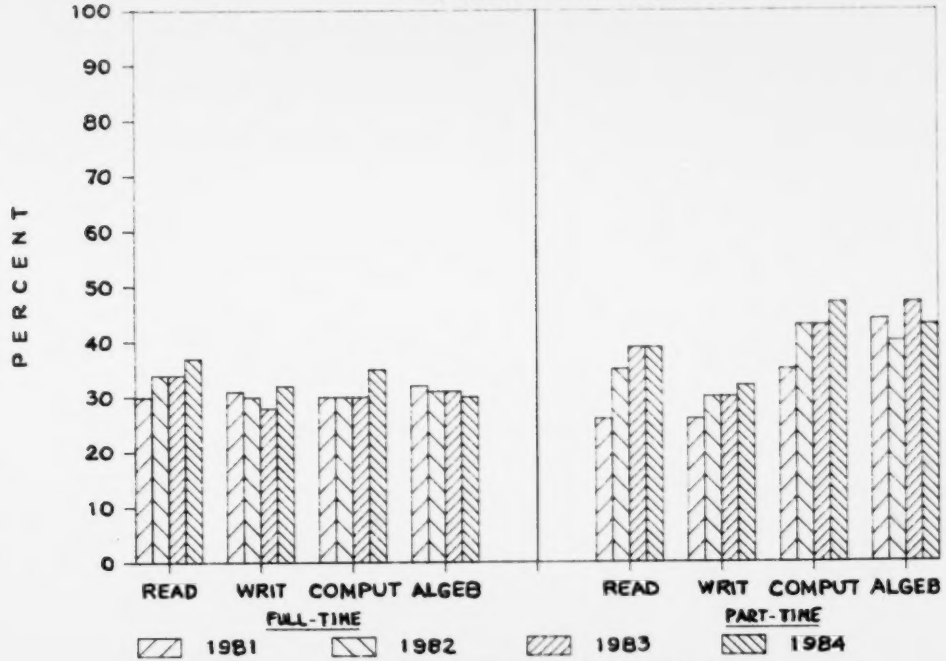
In general, the open-admission county colleges are expected to have a greater percentage of students needing remediation than in the state colleges, Rutgers, or NJIT which have selective admissions. The county colleges identified 45% of their full-time students in reading, 40% in writing, and 49% in computation, as needing remediation. The state colleges identified 38% in reading, 30% in writing, and 30% in computation, as needing remediation. At Rutgers/NJIT, 14% needed remediation in reading, 15% in writing and none in computation.

There is a great variance between the 60% of students statewide that the Council feels need remediation in Elementary Algebra and the percentages that the colleges identify. At the state colleges 45% of full-time students were identified as needing

FIGURE 2

STUDENTS IDENTIFIED*, STATEWIDE

Fall, 1981 – Fall, 1984



*By the colleges as needing remediation.

algebra remediation, at the county colleges 34% and at Rutgers/NJIT, 3%. The main factor that contributes to this disjuncture is the policy in many colleges of not requiring (and hence not identifying for remediation) elementary algebra as a proficiency expected of all students. Many county colleges require algebra remediation only of those students whose major requires algebra skills. Figures 3A-D display the relationship between the Basic Skills Council's identification of students lacking proficiency in computation and algebra versus the colleges' identification of such students in 1984. The Basic Skills Council's opinion is that all college students should become "numerate" as well as "literate," and that quantitative, algebraic thinking is essential for full participation in our society. Consequently, fluency in ninth grade level algebra should be expected of all college students, not just those enrolled in math-based majors.

Enrollment in Remedial Courses

Full-Time Students

To serve students well, colleges must ensure that those who are identified as needing remediation enroll promptly in appropriate courses. Tables 10 through 13 provide information by sector and by college on the number and percentage of students who were identified by the colleges as needing remediation and were enrolled in the appropriate remedial course within their first two semesters. Statewide, the colleges appear to be providing timely remedial services to their full-time students. In reading, 93% of full-time students who needed remediation were enrolled; in writing, 95%; in computation, 90% and in elementary algebra, 74%.

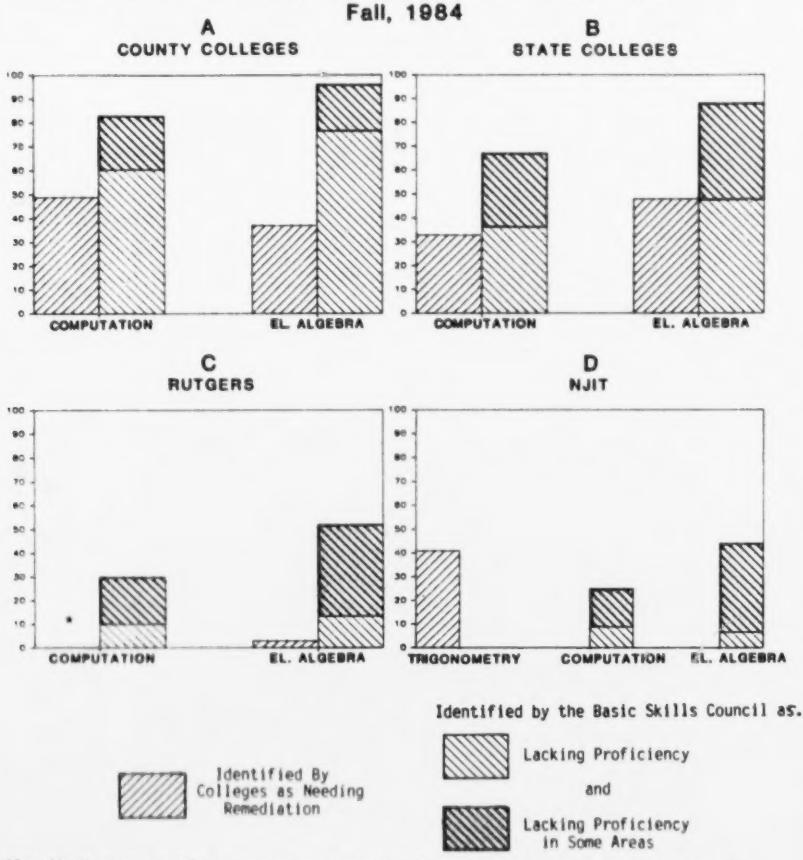
Among the thirty individual colleges, only three institutions had less than 80% of students needing reading remediation appropriately enrolled in the first year: Rutgers (56%), Jersey City State College (79%) and Essex County College (72%).

In writing remediation, all county colleges had better than 90% of required students enrolling, and only Rutgers (89%) and Ramapo College of New Jersey (82%) fell slightly below 90% in the other sectors. In computation only two individual colleges enrolled

FIGURE 3

PERCENTAGES OF STUDENTS IDENTIFIED BY THE COLLEGES AS NEEDING REMEDIATION IN MATHEMATICS WITH THE PERCENTAGES IDENTIFIED BY THE BASIC SKILLS COUNCIL AS "LACKING PROFICIENCY" AND "LACKING PROFICIENCY IN SOME AREAS"

Fall, 1984

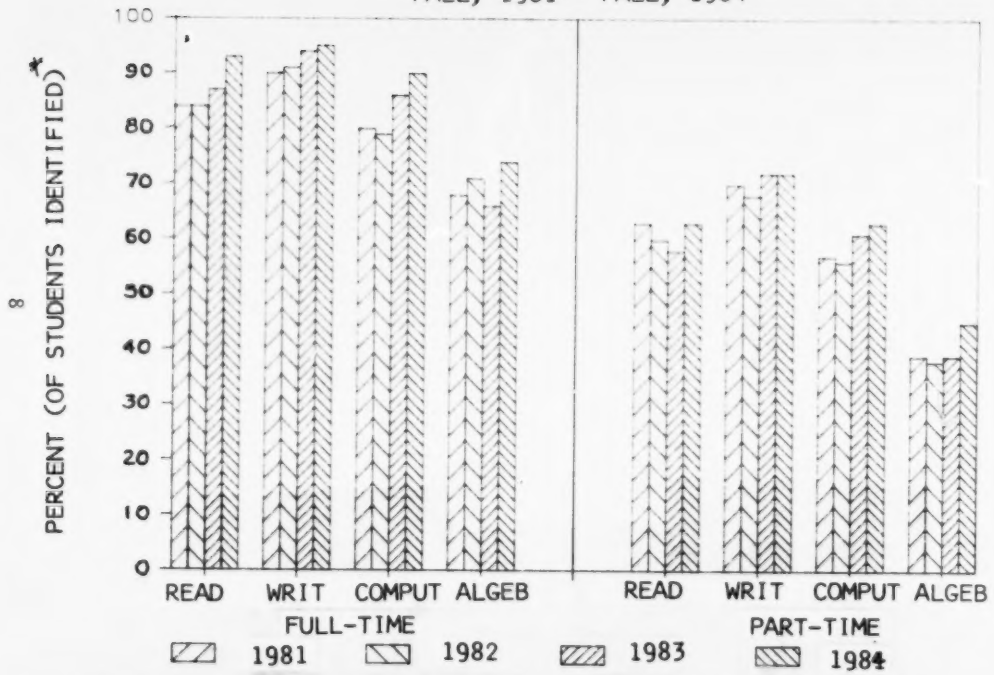


*Institution was unable to report the small number of students identified as needing remediation in computation.

FIGURE 4

ENROLLMENT IN REMEDIATION, STATEWIDE

FALL, 1981 - FALL, 1984



*BY THE COLLEGES AS NEEDING REMEDIATION IN EACH SKILL AREA.

less than 80% of their arithmetic-deficient students in the appropriate course: Ramapo College of New Jersey (78%) and Brookdale County College (74%).

As noted in the section on identification of students needing remediation, the Council considers the remedial need for elementary algebra to be understated by the colleges. Even with this under count of algebra-deficient students, the data from the colleges indicate that a lower percentage of this number (74%) are enrolled in remedial algebra courses during the freshman year. Many colleges do not permit elementary algebra enrollment until needed remediation in computation is completed. This partially accounts for the lower enrollment percentage in elementary algebra. Nevertheless, this is an area which can improve, particularly in the county college sector. Eleven colleges enrolled less than 80% of their identified algebra-deficient students: Ramapo (57%), Rutgers (68%), Atlantic (no algebra), Bergen (45%), Brookdale (41%), Burlington (41%), Essex (68%), Hudson (52%), Mercer (77%), Ocean (50%) and Passaic (60%).

Part-Time Students

Statewide, 63% of part-time students who needed reading remediation were enrolled within two semesters. In writing the average was 72%; in computation, 61% and in elementary algebra, 45%. Tables 10 through 13 show that very few colleges were able to enroll 90% of their skills-deficient part-time students in any of the four remedial subject areas within the first year. Given both the administrative difficulties colleges face in advising part-time students and the reported reluctance of many such students to take remedial courses, the Council requested a special follow-up of part-time students over four semesters. The data from this study are presented in Appendix H. The first finding is that few part-time skills-deficient students (between 28% and 40%) actually attend college for four consecutive semesters. For those skills-deficient students who do attend for that length of time, their rates of enrollment in necessary remedial courses on a statewide basis are not much different from those for full-time students: 84% in reading; 91% in writing; 84% in computation; and 77% in elementary algebra. It is clear that comparisons of

part-time with full-time students are better made over four semesters for the former group and two semesters for the latter.

College Policies

Enrollment in Remedial Courses

As indicated in Appendix D, most colleges have some type of time or credit limit within which skills-deficient students must enroll in and pass remedial courses. These limits range from one semester to two years. One college has a time or credit policy for English but not for mathematics. Six colleges and two units of Rutgers University have no fixed time limits although they prohibit skills-deficient students from taking upper-level courses through their systems of prerequisites. Appendix D also includes each institution's policy regarding students who fail to remove basic skills deficiencies.

Graduation Credit

By Board policy, no public college is allowed to give graduation credit for remedial courses. In 1980, there were 14 colleges who did so; by 1984, this number had been cut to six (see Table 14). Colleges that awarded graduation credit for remedial courses and their explanations are described below:

1. Montclair State College grants graduation credit for their writing and intermediate algebra courses, but not for reading or developmental math (computation and elementary algebra). The college requires 128 credits of all students for graduation (eight more than the minimum required by Board policy).

2. Ramapo College of New Jersey divides its skills-deficient students between remedial and developmental, granting graduation credit for developmental courses at a ratio of one to two (2 credits for 4 contact hours). The college's placement criteria in reading is NJCBSPT Reading Comprehension less than 169 (the State College median is 167) while their writing criterion is an essay score below 8 (the State College median is 7). Thus, Ramapo's placement standards are slightly higher than the norm.

3. Some units of Rutgers University allow up to 6 credits of remediation toward the minimum graduation requirements.

4. Somerset County College grants graduation credit, but only to those students receiving an "A" in their remedial writing course.

5. Stockton State College grants up to 12 college-level credits for their three remedial courses. However, they require 128 credits for graduation (eight more than the minimum required by Board policy).

6. Trenton State College allows elective courses for college credit for its developmental reading and writing courses. The college stated in its annual questionnaire: "Since our standards for exemption from developmental courses in reading and writing are stringent, we believe that the added experience and practice offered by the developmental courses is deserving of two semester hours elective credit for three semester hours of contact time. These credits may not be applied toward the distribution (general education) requirements." In examining its placement criteria, Trenton used a score in reading that is the equivalent of the State College median, and its placement criterion for writing is average for the state colleges.

Skills-Deficient Students in College-Level Courses

On September 23, 1983 the Board of Higher Education adopted a resolution concerning basic skills that states, in part, that "...a college may not enroll a student in any college-level courses without first being certain that the student is proficient in the basic skills required for that course." In response to concerns raised in a previous report on the character of remedial programs, the Council includes questions on their Annual Questionnaire which address the issue of courses that skills-deficient students are allowed to take in college. Specifically, the Questionnaire

includes the following questions:

1. If students do not complete remediation in MATH, what first level college courses are they not allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

2. If students do not complete remediation in READING, what first level college courses are they allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

3. If students do not complete remediation in WRITING, what first level college courses are they allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

Mathematics

Only three colleges in the state allow students with skills deficiencies in mathematics to enroll in regular college-level mathematics courses before completing remediation in that area. Each, however, has special restrictions (See Appendix F):

1. Edison State College stated that they "cannot prevent students from enrolling in courses at other colleges but we do restrict the transcription of credits if the student does not complete the basic skills requirement." (Annual Questionnaire, Edison State College, March, 1985)

2. NJIT does not have a policy of mandatory placement in remedial mathematics; however, 98% of those students who need such remediation (in trigonometry) follow the recommendations before taking the regular course in calculus.

3. Trenton State College allows skills-deficient students in mathematics only two credit-bearing math courses: Foundations of Math and Math in the Liberal Arts.

Verbal Skills

Students deficient in reading and writing are allowed to take many college-level courses (except English) offered by the colleges. Only Hudson County Community College has a policy restricting

students from enrolling in any college-level courses when they are deficient in reading. Appendix E lists, by college, the college-level courses (and types of courses) students are allowed to enroll in without completing remediation in reading and/or writing.

Some colleges depend on counseling and advisement to ensure that skills-deficient students do not enroll in college-level courses for which they are not prepared. A few colleges also indicated that students with multiple skills deficiencies may not enroll in regular college-level courses until their deficiencies are corrected.

The overall picture of the issue of skills-cient students enrolling in college-level courses that emerges from the questionnaire data indicates that the advisement processes, and not the college policies, control what happens at student registration. The Department of Higher Education should consider an overall review and facilitation of the advisement processes at all public colleges as a way of insuring maintenance of high academic standards in the freshman year.

TABLE 1
NUMBER AND PERCENTAGE* OF ENTERING
STUDENTS WHO WERE TESTED
FALL 1981 - FALL 1984

STATE COLLEGES	FULL-TIME				PART-TIME			
	1981	1982	1983	1984	1981	1982	1983	1984
GLASSBORO	100	100	100	100	88	65	97	97
JERSEY CITY	97	95	99	99	95	87	99	98
KEAN	98	98	97	97	86	92	82	80
MONTCLAIR	100	100	100	100	96	98	98	98
ROMANO	99	100	100	95	100	90	90	89
RICHARD STOCKTON	100	100	100	100	-	94	100	100
TRENTON	100	99	97	100	79	95	95	100
WM. PATERSON	92	96	100	100	70	68	99	99
THOMAS A. EDISON	13	77[3]	57	-[1]	-	-	-	77
SECTOR #	8748	8622	7913	7223	1512	1696	1446	1296
SECTOR %	97	98	99	99	86	87	95	93
NJIT	100	100	100	100	100	-	100	100
RUTGERS UNIVERSITY	96	95	96	91	95	96	84	56
SECTOR #	7025	6491	6065	5586	417	315	67	165

COUNTY COLLEGES	FULL-TIME				PART-TIME			
	1981	1982	1983	1984	1981	1982	1983	1984
ATLANTIC	96	99	98	88	39	86	87	69
BERGEN	98	98	100	100	88	87	94	96
BROOKDALE	99	99	97	98	91	92	82	86
BURLINGTON	99	96	99	97	91	86	94	92
CAMDEN	90	92	96	94	43	69	93	92
CUMBERLAND	100	100	100	100	100	89	97	100
ESSEX	96	94	97	100	40	86	95	100
GLOUCESTER	90	83	99	100	0	38	66	95
HUDSON	100	100	100	100	100	100	100	100
MERCER	90	99	99	100	86	94	94	97
MIDDLESEX	98	98	99	99	81	96	80	86
MORRIS	90	97	94	91	48	49	99	97
OCEAN	76	98	99	97	43	77	93	72
PASSAIC	97	97	93	91	70	85	92	64
SALEM	96	92	99	100	46	68	93	94
SOMERSET	99	97	99	100	99	81	97	97
SUSSEX	-	57	94	56[2]	--	59	81	39[2]
UNION	94	100	94	95	78	79	70	73
UCTI	99	-[4]	-4	-4	-	-4	-4	-4
WARREN	-	47	100	100	-	-	100	92
SECTOR #	18160	17540	17795	15219	6448	7014	7291	6985
SECTOR %	94	97	98	96	75	80	89	85

TABLE 1 (CONT.)

		FULL-TIME				PART-TIME			
		1981	1982	1983	1984	1981	1982	1983	1984
STATEWIDE	#	33933	32653	31791	28028	8377	9025	8804	8446
STATEWIDE	%	95	97	98	96	76	82	90	85

* OF THOSE STUDENTS REQUIRED TO BE TESTED, HOWEVER, NOT ALL STUDENTS TESTED SUBSEQUENTLY ENROLLED

1 ALTHOUGH THE INSTITUTION DOES NOT DIFFERENTIATE BETWEEN FULL-TIME AND PART-TIME STUDENTS, THE DATA IS LISTED AS PART-TIME BEGINNING WITH 1984

2 FULL-TIME DATA REPRESENTS ONLY STUDENTS TESTED BY SUSSEX. PART-TIME DATA ONLY PARTIALLY AVAILABLE SINCE PT STUDENTS ARE PRESUMED TO BE REPORTED BY OTHER INSTITUTIONS.

3 DOES NOT INCLUDE OUT-OF-STATE STUDENTS.

4 REPORTED WITH UNION COLLEGE.

TABLE 2A
Placement Criteria Below Which Students
Are Placed in Remediation in Reading by College[1]
Fall, 1980 - Fall, 1984

STATE COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Glassboro	RC 170	RC 167	RC 168	RC 168	RC 168
Jersey City	RC, LR 168 Average	RC 157 LR 156	RC 155	RC 159, in-house test	RC 164, in-house test
Kean	RC 170	RC 164	Nelson-Denny 12.0 (Grade Equivalent)	Nelson-Denny 12.0 GE	Nelson-Denny 12.5
Montclair	RC 165	RC 164	RC 166	RC 168	RC 166
Ramapo	RC 171	RC 173	RC 169	RC 169	RC 168
Stockton	RC, LR 167 or RC, LR = 167, Essay 6	Sum of 74 (out of 90) Essay 8	Sum of 69 (out of 85) on RC, SS	Sum of 69 (out of 85) on RC, SS	Sum of 164 on RC, SS
Trenton	RC 168,SS 169, LR 166	RC 167	RC 167	RC 168	RC 166
Wm. Paterson	RC, TE 160, RC 167	RC 162,SS 165,LR 163	RC 165 (Nelson-Denny)	RC 155, Nelson-Denny	RC 162 (Nelson Denny)
Thomas A. Edison	DNA	DNA	RC 165	RC 165	RC 166

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

TABLE 29
Placement Criteria Below Which Students
Are Placed in Remediation in Reading by College[1]
Fall, 1980 - Fall, 1984

	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
NJIT	Essay 7, RC 160, C 165, SAT 400, TSWE 40	Essay 7, RC 165, C 165 SATV 400, SATRC 40 TSWE 40	Essay 7, RC 165, C 165 SATV 400, SATRC 40 TSWE 40	Essay 7, RC 165, C 165 SATV 400 SATRC 40 TSWE 40	Essay 7, RC 165, C 165 SATV 400, SATRC 40, TSWE 40
RUTGERS UNIVERSITY[2]					
Camden C.A.S.	RJCBSPT 40th Percentile McGraw-Hill Form A 50th Percentile	RJCBSPT 40th Percentile McGraw Hill Reading 50th Percentile	RC 170, McGraw Hill Reading Test 50th Percentile	RC 171, McGraw Hill Reading Test 50th Percentile	RC 171, McGraw Hill Reading Test 50th Percentile
Newark C.A.S.	SS 162, SAT 400, H.S. Rank Top 50%	SS 162, SAT 400, H.S. Rank Top 50%	Essay 8, TSWE 49, SATV 400 H.S. Rank Top 50%	Essay 8, SS 25 (possible 35), TSWE 49 SATV 400	Essay 8, TSWE 49, SATV 400, SS 166, H.S. Rank top 50%
Nursing, College of	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)
Cook College Douglas College	RC 160 TE 166, McGraw-Hill 22nd percentile	Faculty evaluation of scores TE 167, SATV 18th percentile	Nelson-Denny Reading Test (Form E)-Comprehension subtest-36 items raw score	RC 165 (for all New Brunswick Undergraduate Units)	RC 167 and SATV 480 or RC 168-169 and SATV 410[3]
Engineering, College of	See Livingston & Rutgers College	TE 167, SATV 460	(PLACEMENT CRITERIA PERTAINS TO ALL NEW BRUNSWICK UNDERGRADUATE UNITS)		
Livingston College	TE 166, McGraw-Hill 34th percentile	TE 166, McGraw-Hill 34th percentile			
Pharmacy, College of	SAT 400	Departmental evaluation			
Rutgers College	TE 168, SATV 460	TE 168, SATV 460			
University College	EOF only; poor performance in summer course	EOF only; poor performance in summer course			

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the RJCBSPT.

[2]Bergen County College, Sussex and Warren County Community College Commissions and some units of Rutgers University offer courses that integrate Reading and Writing.

[3]Pertains to all New Brunswick undergraduates.

TABLE 2C
Placement Criteria Below Which Students
Are Placed in Remediation in Reading by College[1]
Fall, 1980 - Fall, 1984

COUNTY COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Atlantic	RC 161	RC 164	RC 164	RC 166	RC 166
Bergen[2]	RC, SS, LR 161 Average	RC, SS, LR 161 Average	RC, SS 155 Average	RC, SS 165 Average	RC, SS 164 Average
Brookdale	RC 161	RC 160	RC 160	RC 161	RC 164
Burlington	TE 165	RC 171	RC 170 (Stanford Diagnostic Test)	RC 167	RC 167
Camden	TE 165	TE 167	RC 166	RC 166	RC 166
Cumberland	RC 162	RC 165	RC 165	RC 165	RC 165
Essex	RC 159	RC 159	RC 161	RC 161	RC 168
Gloucester	TE 163, ACT 14	TE 163	TE 162,HS transcripts ACT/SAT results	TE 162,HS transcripts ACT/SAT results	TE 162,HS transcripts ACT/SAT results
Hudson	RC 154	RC 154	RC 158	RC 161	RC 166
Mercer	TE 157	RC 163	RC 163	RC 163	RC 163
Middlesex	RC 155	RC 155	RC 160	RC 162	RC 162
Morris	RC 160, Essay 7	RC 165, Essay 7	RC 165, Essay 7	RC 166, Essay 7	RC 166, Essay 9
Ocean	RC 161	RC 161	RC 161	RC 161	RC 161
Passaic	RC 163,LR 162	LR 159 or LR 167 RC 157	RC 161	RC 161	RC 161
Salem	RC, LR 60 correct of 90 items	RC, LR 60 correct of 90 items	RC 158 (and Pre-test)	RC 159	RC 163
Somerset	RC 156	RC 154	RC 158	RC 162	RC 162
Sussex	NA	NA	RC 166	RC 165	RC 165
Union	RC 168, LR 168	RC 164	RC 164	RC 164	RC 165
Warren	NA	NA	NA	TE 161, Essay 7 HS grades	RC 164

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

[2]Bergen County College, Sussex and Warren County Community College Commissions and some units of Rutgers University offer courses that integrate Reading and Writing.

TABLE 5A
Placement Criteria Below Which Students
Are Placed in Remediation in Writing by College[1]
Fall, 1980 - Fall, 1984

STATE COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Glassboro	TE 165	TE 165	TE 165 or Essay 6 or TE 167 and Essay 6	TE 165, Essay≥ 6 or TE 168, Essay=6 or Essay 6	TE 165 with essay ≥ 7 or TE 168 with essay=6 or essay 6
Jersey City	In-house evaluation of essay	In-house evaluation of essay	In-house evaluation of essay and 1 hour writing samples	In-house evaluation of essay & 1 hour writing sample	In-house evaluation of essay and 1 hour writing samples
Kean	Essay 7 or Essay =7 SS 165/LR 166	Essay 7 or Essay=7 SS 165 or LR 165	Essay 7 or Essay=7 and SS 165	Essay 6 or SS 166, Essay=7	Essay 8 or essay=7 and SS 166
Montclair	In-house writing sample	C 160-164, Essay 8	C 160 or C 159-164 Essay 7	TE 168	TE 165
Ramapo	C 164, Essay 9	C 164, Essay 9	Essay 9	Essay 8	Essay 8
Stockton	Essay 7 or Essay = 7, LR 166	Essay 7 or Essay = 7 LR 165	Essay 7 or Essay =7 and RC & SS sum 68 out of 85	Essay 7 or Essay =7 and RC & SS 68	Essay 7 or Essay =7 & RC & SS sum ≥164
Trenton	Essay 8	Essay 7	Essay 7	Essay 8	Essay 7
Wm. Paterson	C,TE 160, SS 165 Essay 7	Essay 7 or Essay=7 SS 167	Essay 7 or Essay =7 SS 165	Essay 7 or Essay =7 & SS 164	Essay 7 or essay =7 and SS 165
Thomas A.Edison	Data not available	C 164	Essay 7, C 164	Essay 7, C 164	Essay 8, C 165

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El. Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

TABLE 20
Placement Criteria Below Which Students
Are Placed in Remediation in Writing by College[1]
Fall, 1980 - Fall, 1984

	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
ADJT	Essay 7, RC 160 C 165, SAT 400, TSWE 40	Essay 7, RC 165, C 165, SATV 400, SATRC 40, TSWE 40	Essay 7, RC 165, C 165, SATV 400, SATRC 39 TSWE 40	Essay 7, RC>164, C165 SATV 400, SATRC 139, TSWE 40	Essay 7, RC≥165, C 165, SATV 400, SATRC≥40, TSWE 40
RUTGERS UNIVERSITY[2]					
Camden C.A.S.	TE 166, Houghton Mifflin Placement Test: Total 130, in-house evaluation of locally developed essay	TE 166, Faculty developed placement test	Performance on RJCEPT & subsequent classroom observations	SS 160	SS or RC 168, plus in-house essay in certain cases
Newark C.A.S.	SS 162, SAT 400, HS Rank Top 50%	SS 162, SAT 400, HS Rank Top 50%	Essay 8, TSWE 49, SATV 400, HS rank top 50%	Essay 8, TSWE 49 SATV 400, SS 25, HS rank top 50%	Essay 8, TSWE 49, SATV 400, SS 166, HS rank top 50%
Nursing, College of	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)
Cook College	Essay 6	Faculty evaluation of test scores	Four-point writing score on locally prepared & administered writing sample	SS 168, RC 173, SATV 390	Combined total of RC, SS raw scores plus first digit of SATV (85 at Livingston College) SATV 410 & SATM 430 (unless RC ≥ 72 or SS ≥ 179); SATV 390 (unless RC ≥ 176 or SS ≥ 177)[2]
Douglas College	Instructor's evaluation of locally developed test	Faculty developed placement test			
Engineering, College of	See Livingston & Rutgers Colleges	See Rutgers College			
Livingston College	Instructors evaluation to succeed	Faculty developed placement test			
Pharmacy, College of	SATV 400	Evaluation by department			
Rutgers College	TE 168, Verbal 460	TE 168, SAT 460			
University College[3]	SS 160 (Camden, Newark); SS 164, essay evaluation (New Brunswick)		SS 161, evaluation of writing sample (Camden)		

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the RJCEPT.

[2]For 1982 and 1984, placement criteria given pertains to all New Brunswick undergraduate units at Rutgers University.

[3]For 1984, University College data is included with data from the respective Rutgers University Campus.

[4]Some units of Rutgers University offer courses that integrate Reading and Writing.

TABLE 3C
Placement Criteria Below Which Students
Are Placed in Remediation in Writing by College[1]
Fall, 1980 - Fall, 1984

COUNTY COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Atlantic	SS 160	SS 165	RC 164	SS 163	SS 163
Bergen[2]	RC, SS, LR, 160 average	RC, SS, LR, 161 average	RC, SS 165 average	RC, SS 165 average	RC, SS 164 average
Brookdale	SS 159	SS 161	SS 161	SS 161	SS 163
Burlington	Essay evaluated by English faculty	Essay evaluated by English faculty	Essay evaluated by English faculty	SS 173.Essay evaluated by English faculty	SS 175. Essay evaluated by English faculty
Camden	C 165. Essay 7	Composition 165	C 164	C 166	C 166
Cumberland	SS 165	SS 165	SS 165. writing sample	SS 165	SS 165
Essex	SS 159. Essay 9	SS 159. Essay 9	SS 159. Essay 9	SS 155. Essay 9	Essay 9
Gloucester	TE 163, ACT 15 SAT 350	TE 163	TE 162; HS transcripts ACT/SAT	TE 162; HS transcripts ACT/SAT	TE 162, HS transcripts ACT/SAT
Hudson	SS 156	SS 156	SS 160	SS 161	SS 164
Mercer	TE 159	C 159.In-house review of essay	SS 165	SS 165.In-house review of essay for SS scores 156-164	SS 165
Middlesex	SS 159	SS 159	SS 160	SS 162	SS 162
Morris	C 165, SATV 350 HS English C	C 165, SATV 350 HS English C	C 165, SATV 350 HS English C	C 165, SATV 350 HS English C	C 165, SATV 350 HS English C
Ocean	SS 165/Various Essay Scores	SS 165/Various Essay Scores	SS 165/Various Essay Scores	SS 165, Essay 6	SS 165/Various Essay Scores
Passaic	SS 159-180, LR 159-180 Essay 9	SS 163, LR 159 Essay 9	SS 165, Essay 9	SS 165, Essay 9	SS 165, Essay 9
Salem	SS 154, LR 20 correct of selected 25 items	LR 21 correct of selected 25 items	SS 162	SS 161	SS 163
Somerset	SS, LR 160 Average	SS, LR 161 Average	SS 161	SS 162	SS 162
Sussex[2]	NA	NA	SS 166	SS 166 & Essay evaluation	Essay 7
Union	SS 153 or SS 153-162 with evaluation of essay	SS 156	SS 167	SS 169	SS 164
Warren[2]	NA	NA	NA	TE 161, Essay 7, HS grade	TE 161, Essay 7

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the ELSCRPT.
[2]Bergen County College, Sussex and Warren County College Commissions and some units of Rutgers University offer courses that integrate Reading and Writing.

TABLE 4A
Placement Criteria Below Which Students
Are Placed in Remediation in Computation by College[1]
Fall, 1980 - Fall, 1984

STATE COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Glassboro	MC & El. Al. 336 and MC 170	Combined MC & El. Al 336 and MC 170	Combined MC & El.Al.335 & MC 171 or MC 161	Combined MC & El 335 and MC 172	Combined MC & El. Al. 335 & MC 171
Jersey City	MC 165	MC 165	MC 166	MC 166	MC 168 and in-house test
Kean[2]	--	--	--	--	--
Montclair[2]	MC 170	MC 165	MC 167	MC 169	--
Ramapo	MC 156	MC 156	MC 159	MC 160	MC 162
Stockton[2]	--	--	--	--	--
Trenton	MC 169	MC 171	MC 171	MC 172	MC 171
Wm. Paterson	MC 164 or 167 depending on major	MC 167	MC 168	MC 168	MC 167
Thomas A.Edison	Data not available	MC 165	MC 166	MC 166	MC 167

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition

TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.
[2]Kean and Montclair State Colleges, Somerset County College, and certain units of Rutgers include basic math in the Algebra courses; Stockton State College's "Other Math" includes both basic math and algebra; data from these colleges are included in **Table 5A**.

TABLE 48
Placement Criteria Below Which Students
Are Placed in Remediation in Composition by College[1]
Fall, 1980 - Fall, 1984

	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
NJIT[3]	--	--	--	--	--
RUTGERS UNIVERSITY[2]					
Camden C.A.S.	MC 162	MC 164, EI. Al. 165	--	--	--
Newark C.A.S.	MC 157	MC 164	MC 168	MC 168	MC 160 and EI.Al. 154
Nursing, College of	--	MC 164	MC 168	MC 168	MC 160
Cook College	10 of 33 correct on College Placement Test	Faculty developed test	No placement currently below the level of elementary algebra (all New Brunswick undergraduate units)	Not offered (pertains to all New Brunswick undergraduate units)	Not offered (pertains to all New Brunswick undergraduate units)
Douglas College	HS Deficiency	HS Deficiency			
Engineering, College of	See Livingston and Rutgers College	See Rutgers College			
Livingston College	MC covered in Algebra	HS Deficiency			
Pharmacy, College of	MC 176	Evaluation of tests by faculty			
Rutgers College	MC 176	MC 176			
University College[4]	MC 171 (Camden), course not offered at Newark and New Brunswick	MC 167	3 years HS college-prep math (Camden)		

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition

TE = Total English
MC = Math Computation
EI.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the MAPSAT.
[2]Camden College, Somerset County College, and certain units of Rutgers include basic math in the Algebra courses.
[3]NJIT's remedial math program begins at the level of trigonometry.
[4]For 1984, University College data is included with data from the respective Rutgers University campus.

TABLE 4C
Placement Criteria Below Which Students
Are Placed in Remediation in Computation by College[1]
Fall, 1980 - Fall, 1984

COUNTY COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Atlantic	MC 161	MC 164	MC 164	MC 165	MC 165
Bergen	MC 165	MC 165	MC 167	MC 168	MC 168
Brookdale	MC 162	MC 162	MC 164	MC 164	MC 164
Burlington	MC 168	MC 167	MC 169	MC 168	MC 169
Camden	MC 163	MC 164	MC 163	MC 165	MC 165
Cumberland	MC 157	MC 156	MC 158	MC 165	MC 165
Essex	MC 167	MC 166	MC 169	MC 169	MC 169
Gloucester	MC 171, ACT 13	MC 163	MC 162, HS transcripts ACT/SAT	MC 165,HS transcripts ACT/SAT	MC 165,HS transcripts ACT/SAT
Hudson	MC 162	MC 162	MC 166	MC 168	MC 169
Mercer	MC 157	MC 157	MC 160	MC 166	MC 165
Middlesex	MC 158	MC 158	MC 164	MC 166	MC 166
Morris	MC 166, SATM 325 HS Math C	MC 165, SATM 325 HS Math C	MC 165, SATM 350 HS Math C	MC 165, SATM 350 HS Math C	MC 165, SATM 350, HS Math C
Ocean	MC 156	MC 156	MC 161, in-class assessment	MC 161	MC 161, in-class assessment
Passaic	MC 157	MC 157	MC 165	MC 165	MC 165
Salem	MC 14 correct of selected 20 items	MC 14 correct of selected 20 items	MC 158, in-house test	MC 161	MC 161, in-house test
Somerset	--	--	--	--	--
Sussex	NA	NA	--	MC 165	MC 165
Union	MC 157 or MC 157-162 with El.Al. 159	MC 157	MC 159	MC 165	MC 165
Warren	NA	NA	NA	MC 165	MC 165

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition

TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

TABLE 5A
Placement Criteria Below Which Students
Are Placed in Remediation in Elementary Algebra by College[1]
Fall, 1980 - Fall, 1984

STATE COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Glassboro	Remedial course not offered	Remedial course not offered	El. Al. 175	El. Al.175	El. Al. 174
Jersey City*	MC 165-169, El.Al. 175	MC 166-180,El.Al. 176	MC =166, El.Al. 176	MC =166, El. Al. 176	MC 166-180, El. Al. 177
Kean	El. Al. 174	MC El. Al. 176	El. Al. 174	El. Al. 175	El. Al. 176
Montclair*	Remedial course not OFFERED.	El. Al. 181	El. Al. 179	El. Al. 178	El. Al. 176, MC 172
Rampo	MC 172, El. Al. 182	MC 172 or El. Al. 182	MC 175 or El. Al. 176	El. Al. 175	El. Al. 174
Stockton	MC 166	MC 167 or MC = 167, El. Al. 160	MC 168	MC 169	MC 169
Trenton	El. Al. 175	El. Al. 177	El. Al. 177	El. Al. 176	El. Al. 176
Wm. Paterson*	El. Al. 174	El. Al. 174, MC = 166	El. Al. 175	El. Al. 173	El. Al. 174
Thomas A.Edison	Data not available	El. Al. 166	El. Al. 173	El. Al. 173	El. Al. 177

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

*Remediation required for certain majors only
[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

TABLE 58
Placement Criteria Below Which Students
Are Placed in Remediation in Elementary Algebra by College[1]
Fall, 1980 - Fall, 1984

	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
NJIT(Remediation starts at level of trigonometry) (*)	EI. Al. 180, SATM 510, Math Level 1 Achievement Test 510, NJIT Math Test 14	EI.Al. 182, SATM 510, Math Level 1 Achievement Test 510, NJIT Math Test 14	EI.Al. 182, SATM 510 Math Level 1 Achievement Test 510, NJIT Math Test 14	EI. Al. 182, SATM 510 Math Level 1 Achievement Test 510, NJIT Math Test 14	EI.Al.182, SATM 519 Math Level 1, Achievement Test 510, NJIT Math Test 20
RUTGERS UNIVERSITY					
Camden C.A.S.	EI.Al. 161	MC 164, EI. Al. 165	EI. Al. 165 or MC 165	EI.Al. 167 or MC 166	EI. Al 168 or MC 165
Newark C.A.S.	MC 165,EI.Al. 166	MC 164, EI. Al. 165	EI. Al. 166	EI. Al. 166, MC 168	EI. Al. 167 and MC 168
Nursing, College of	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)	Same as above (NCAS)
Cook College(*)	10 of 33 correct on College Placement Test	Faculty developed test	Locally developed placement test[2]	In-house test 15[2]	EI. Al. 164 and MC 167 or EI. Al. 171 with in-house test 12[2]
Douglass College(*)	HS Deficiency	HS Deficiency			
Engineering, College of(*)	See Livingston & Rutgers College	See Rutgers College			
Livingston College(*)	EI. Al. 175	HS Deficiency			
Pharmacy, College of(*)	College Entrance Requirement	Faculty evaluation			
Rutgers College(*)	College Entrance Requirement	College Entrance Requirement			
University College[3]	EI.Al. 166 (Camden), HS record (Newark) 150 on combined Math tests	EI. Al. 158	3 years of HS college prep math (Camden)		

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
EI. Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

[2]Beginning with 1982, placement criteria given pertains to all New Brunswick undergraduate units of Rutgers University.

[3]Fall 1984, University College data is included with data from the respective Rutgers University campus.

(*)Remediation not required.

TABLE 5C
Placement Criteria Below Which Students
Are Placed in Remediation in Elementary Algebra by College[1]
Fall, 1980 - Fall, 1984

COUNTY COLLEGES	FALL 1980	FALL 1981	FALL 1982	FALL 1983	FALL 1984
Atlantic (X)	Remedial Course not offered	Remedial Course not offered	El. Al. 170	--	--
Bergen*	El. Al. 171	El. Al. 176	El. Al. 183	El. Al. 183	El. Al. 184
Brookdale (X)	Criteria not reported	El. Al. 169	El. Al. 170	El. Al. 170	El. Al. 171
Burlington	El. Al. 178	El. Al. 179	El. Al. 180	MC >167, El.Al. 167	MC >168, El. Al. 167
Camden	El. Al. 174	El. Al. 175	El. Al. 175	El. Al. 175	El. Al. 175
Cumberland*	MC >156, El.Al. 167	MC >159, El. Al. 167	El. Al. 168, MC >168	El.Al. 174	MC >165, El. Al. 168
Essex	MC >167, El. Al. 161	MC =167, El. Al. 161	El. Al. 162, MC >168	MC >168, El. Al. 168	MC >168, El. Al. 168
Gloucester*	Criteria Not Reported	One year of HS Algebra	Diagnostic test	Diagnostic Test	Diagnostic test
Hudson	El. Al. 165	El. Al. 165	El. Al. 165	El. Al. 167	El. Al. 168
Mercer	MC >158, El. Al. 168	MC >158, El. Al. 169	El. Al. 163, MC >159	El. Al. 162	El. Al. 167
Middlesex*	El. Al. 161	El. Al. 161	El. Al. 167	El. Al. 167	El. Al. 167
Morris*	El. Al. 171, SATM 400 HS Math C	El. Al. 171, SATM 400 HS Al. or Geom. C	El. Al. 172, SATM 400 HS Algebra or Geom. C	El. Al. 172, SATM 400 HS Al. or Geom. C	El. Al. 175, SATM 400 HS Al. or Geom. C
Ocean*	Remedial course not offered	Remedial course not offered	El. Al. 161	El. Al. 161	El. Al. 161
Passaic (X)	El. Al. 168	El. Al. 168	El. Al. 176, MC>165	El. Al. 176, MC>165	MC >165, El. Al. 175
Salem*	El. Al. 14 correct of selected 20 items	El. Al. 14 correct of selected 20 items	El. Al. 168, In-house test	El. Al. 168, In-house test	El. Al. 168, In-house test
Somerset*	El. Al. 160	El. Al. 160	El. Al. 162	El. Al. 167	El. Al. 167
Sussex	NA	NA	--	El. Al. 182	MC >165, El. Al. 167
Union*	El. Al. 155 and MC 157-162	El. Al. 159	El. Al. 160	El. Al. 166	El. Al. 167
Warren	--	--	--	El. Al. 166	El. Al. 166

RC = Reading Comprehension
SS = Sentence Structure
LR = Logical Relationships
C = Composition
TE = Total English
MC = Math Computation
El.Al. = Elementary Algebra
H.S. = High School

[1]Unless otherwise noted, placement criteria refers to the NJCBSPT.

*Remediation required for certain majors only.

(X)Remediation not required.

TABLE 6

Number and Percentage of Tested Students Who Were Identified As Needing Remediation in Reading, by College

STATE COLLEGES	FULL-TIME 1981	FULL-TIME 1982	FULL-TIME 1983	FULL-TIME 1984	PART-TIME 1981	PART-TIME 1982	PART-TIME 1983	PART-TIME 1984
Glassboro	37	36	36	46	39	36	36	33
Jersey City	55	60	65	63	53	57	56	66
Kean	59	57	58	74	43	54	50	41
Montclair	46	46	51	44	41	46	46	48
Newark	31	40	43	47	27	24	37	33
Richard Stockton	49	49	48	42	-	5	14	17
Trenton	40	42	43	33	24	48	37	38
Wm. Paterson	34	26	25	32	19	22	25	27
Thomas A. Edison	27	17	11	- [2]	-	-	-	21 [2]
SECTOR #	2725	2680	2930	2746	432	645	636	577
SECTOR %	32	31	31	38	29	38	44	45
NJIT	10	8	9	12	0	0	0	-
Rutgers University	16	19	13	14	7	3	17	20
SECTOR #	1072	1132	789	764	29	10	11	32
SECTOR %	15	17	13	14	7	3	14	20
COUNTY COLLEGES								
Atlantic	45	52	48	49	30	48	51	51
Bergen	38	44	51	52	43	55	44	48
Brookdale	21	22	26	42	31	22	28	25
Burlington	41	45	60	64	46	64	50	61
Camden	30	38	51	54	43	51	39	43
Cumberland	48	43	47	58	22	31	27	29
Essex	80	82	87	83	77	90	94	75
Gloucester	22	30	18	26	-	14	13	13
Hudson	53	62	71	55	36	44	62	55
Mercer	42	45	43	45	31	45	33	42
Middlesex	22	33	36	45	15	13	28	25
Morris	24	26	25	21	14	15	7	11
Ocean	9	31	18	47	-	17	19	51
Passaic	86	77	82	85	67	66	79	74
Salem	39	40	40	46	13	21	28	25
Somerset	19	25	31	37	10	28	31	38
Sussex [3]	-	29	43	29	-	28	35	15
Union	32	49	48	59	27	41	46	51
UCTC	55	-	-	-	-	-	-	-
Warren	-	-	18	23	-	-	12	36
SECTOR #	6392	7154	7438	6811	1721	2524	2800	2706
SECTOR %	36	41	42	45	27	36	38	39
STATEWIDE #	10189	10966	10657	10321	2182	3179	3447	3315
STATEWIDE %	30	34	34	37	26	35	39	39

*Includes some courses that integrate reading and writing.

[1] Institution did not differentiate between full-time and part-time.

[2] Data not available for a small proportion of students.

[3] Full-time represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

[4] Reported with Union College

NOTE: The percentage of students identified as needing remediation may vary for two reasons: (1) student population and/or (2) placement criteria.

TABLE 7

Number and Percentage of Tested Students Who Were Identified As Needing Remediation in Writing, by College

STATE COLLEGES	FULL-TIME 1981	1982	1983	1984	PART-TIME 1981	1982	1983	1984
Glassboro	21	28	28	28	25	26	33	38
Jersey City	46	42	46	41	31	32	34	31
Kean	55	49	55	56	64	62	52	58
Montclair	15	12	10	13	12	18	16	25
Ramapo	48	42	37	32	43	35	33	33
Stockton	30	42	42	32	-1	41	19	31
Trenton	30	36	30	42	37	38	43	34
W. Paterson	51	41	41	39	25	29	41	35
Thomas A. Edison	26	17	19	-1	-1	-1	-1	12[2]
SECTOR #	3282	2973	2931	2167	569	590	460	429
SECTOR %	38	34	31	30	38	35	32	33
NJIT	14	13	14	13	0	-	0	-
Rutgers University	18	17	13	16	10	30	20	25
SECTOR #	1205	1067	784	859	42	93	13	41
SECTOR %	17	16	13	15	10	30	16	25
COUNTY COLLEGES								
Atlantic	36	26	26	23	27	37	30	23
Bergen								
Brookdale	33	33	27	35	25	33	28	29
Burlington	62	66	57	54	62	63	52	52
Camden	51	48	44	53	48	38	40	38
Cumberland	51	43	53	35	39	38	33	31
Essex	48	44	50	69[2]	35	44	48	58[2]
Gloucester	36	45	39	45	-	21	28	26
Hudson	49	51	47	45	36	41	53	45
Mercer	33	38	43	38	25	39	42	38
Middlesex	28	28	31	38	20	16	25	38
Morris	28	28	24	28	26	27	10	14
Ocean	48	48	41	49	-	14	9	27
Passaic	80	86	84	82	80	75	38	27
Salem	54	58	41	42	29	29	40	30
Somerset	18	26	29	34	11	30	22	29
Sussex	-	42	45	35[3]	-	48	22	10[3]
Union	35	38	44	44	25	25	40	37
Burl.*	20	-	-	-	-	-	-	-
Warren	-	-	-	-	-	-	-	-
SECTOR #	5900	5742	5716	5295	1615	2007	2159	1969
SECTOR %	32	33	32	40	25	29	30	30
STATEWIDE #	10387	9782	8931	8321	2226	2690	2632	2439
STATEWIDE %	31	30	28	32	26	30	30	32

*Institution offers courses that integrate reading and writing. These courses are included in Table 6.

[1]Institution did not differentiate between full and part-time.

[2]Data not available for a small proportion of students.

[3]Full-time data represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by their institutions.

[4]Reported with Union College.

NOTE: The percentage of students identified as needing remediation may vary for two reasons: (1) student population and/or (2) placement criteria.

TABLE 8

NUMBER AND PERCENTAGE OF TESTED STUDENTS WHO WERE IDENTIFIED AS NEEDING REMEDIATION IN COMPUTATION BY COLLEGE

STATE COLLEGES	FULL-TIME 1981	FULL-TIME 1982	FULL-TIME 1983	FULL-TIME 1984	PART-TIME 1981	PART-TIME 1982	PART-TIME 1983	PART-TIME 1984
Glassboro	35	32	32	33	47	48	55	50
Jersey City	51	46	53	51	72	77	71	77
Kean[1]	-	-	-	-	-	-	-	-
Montclair[1]	25	18	16	17[4]	38	35	39	46[4]
Newark	4	9	14	15	9	8	13	18
Stockton	-	-	-	-	-	-	-	-
Trenton[1]	-	37	28	35	-	47	53	38
W. Paterson	29	43	41	32	18	37	38	31
Thomas A. Edison	64	32	27	-	-[3]	-[3]	-[3]	29
SECTOR #	1818	1964	1579	1668	369	543	509	474
SECTOR %	21	29	29	30	32	38	35	45
NJIT[2]	-	-	-	-	-	-	-	-
Rutgers University[1]	1	0	0	-[7]	0	-	-	-[7]
SECTOR #	35	18	18	-	0	-	-	-
SECTOR %	1	-	-	-	-	-	-	-
COUNTY COLLEGES								
Atlantic	56	47	55	52	46	57	55	48
Bergen	60	58	68	62	34	34	39	33
Brookdale	37	38	51	46	42	48	50	50
Burlington	55	50	51	62	54	64	86	68
Camden	42	48	46	46	38	36	35	38
Cumberland	43	37	43	49	28	24	42	31
Essex	86	88	79	84	85	85	91	81
Gloucester	35	45	64	54	N/A	39	42	52
Hudson	52	54	68	69	44	53	74	64
Mercer	43	38	42	46	46	42	43	44
Middlesex	53	61	68	67	46	45	47	48
Morris	21	18	15	20	21	24	11	11
Ocean	35	33	41	33	-	18	14	15
Passaic	88	90	95	93	85	86	93	83
Salem	47	42	37	39	27	26	33	25
Somerset	-	-	-	34	-	-	-	32
Sussex	-	30	36	40[4]	-	44	43	40[4]
Union	13	27	51	36	19	38	46	35
Warren[5]	42	-	-	-	-	-	-	-
Warren	-	-	9	29	-	-	6	34
SECTOR #	7177	7201	7808	7448	2503	3055	3289	3402
SECTOR %	42	43	44	49	38	45	45	49
STATEWIDE #	9030	9183	9405	9116	2667	3597	3798	3876
STATEWIDE %	30	30	30	35	35	43	43	47

[1]Kean College, Montclair State, Trenton State College (1981), and certain units of Rutgers include basic math in their algebra courses; Stockton State College's "Other Math" include both basic math and algebra; data from these colleges are included in Table 18.

[2]NJIT's remedial math program begins at the level of trigonometry and thus is not included in Table 8 or 10. Of those students tested, the following students were identified as needing remedial math (i.e., trigonometry): Fall 1981 - FT 224 (33%), PT 4 (42%); Fall 1982 - FT 242 (34%), Fall 1983 - FT 213 (37%); Fall 1984 - FT 211 (41%), PT 1 (5%).

[3]Institution did not differentiate between full and part-time students.

[4]Full-time data represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

[5]Reported with Union College.

[6]Reported by institution as "Other Math" course(s).

[7]Due to technical problems, institution was unable to report the small number of those students identified as needing remediation in computation.

NOTE: The percentages of students identified as needing remediation may vary for two reasons: (1) student population and or (2) placement criteria.

TABLE 9

Number and Percentage of Tested Students Who Were Identified As Needing Remediation in Elementary Algebra, by College[1]

STATE COLLEGES	FULL-TIME 1981	1982	1983	1984	PART-TIME 1981	1982	1983	1984
Glassboro	-[2]	61	60	59	-[2]	73	66	58
Jersey City	29 (87%)	25 (91%)	27	25	28 (77%)	20 (96%)	21	19
Kean	65	60	56	60	66	64	69	67
Montclair	46 (75%)	42 (65%)	47 (64%)	57	63 (80%)	68 (88%)	65 (91%)	90(15%)
Newark	55	46	35	34	51	35	37	28
Stockton	23[6]	24	29		-	65	14	-
Trenton	58	47	42	45	79	74	84	55
W. Paterson	29 (76%)	22 (65%)	19 (67%)	28(34%)	6	13 (65%)	12 (71%)	32(32%)
Thomas A. Edison	73	52	73	- [4]	-[4]	-[4]	-[4]	79[5]
SECTOR #	3427	3429	3024	2914	683	856	721	787
SECTOR %	45	40	38	45	45	50	50	62
NJIT[3]	-	-	-	-	-	-	-	-
Rutgers University	7	13	11	-(8)	78	22	75	-(23)
SECTOR #	458	723	577	148	316	69	45	29
SECTOR %	7	11	10	3	78	22	57	18

[1]1981,1982, 1873 and 1984 include those students falling below institutional placement criteria who are required to take elementary algebra. Percentages in parenthesis () include all students identified as falling below institutional placement criteria, regardless of major or college policy.

[2]Institution did not offer remedial algebra.

[3]NJIT's remedial math program begins at the level of trigonometry. Of those students tested the following students were identified as needing remedial math (i.e., trigonometry): Fall 1981-FT 224 (33%), PT 5 (42); Fall 1982 - FT 242 (34%); Fall 1983 - FT 213 (37%); Fall 1984 - FT 211 (41%), PT 1 (50%)

[4]Institution did not differentiate between full and part-time students.

[5]Data not available for small proportion of students.

[6]Stockton (1981) did not separate full and part-time students identified as needing remediation; all students are included in full-time figures for their respective sectors.

NOTE: The percentages of students identified as needing remediation may vary for two reasons (1) student population and/or (2) placement criteria.

TABLE 9A

Number and Percentage of Tested Students Who Were Identified As Needing Remediation in Elementary Algebra, by College[1,6]

COUNTY COLLEGES	FULL-TIME				PART-TIME			
	1981	1982	1983	1984	1981	1982	1983	1984
Atlantic	-[2]	-	-	-	-[2]	-	-	-
Bergen	70 (38)	85 (39)	93 (57)	90(44)	80(100)	74 (34)	92 (37)	88(52)
Brookdale	- (62)	- (59)	66	68	-[2] (41)	- (43)	63	68
Burlington	39 (30)	62	63	73	38 (89)	83	76	80
Camden	46	53	56 (54)	52	54	30	21 (22)	30
Cumberland	47 (62)	43 (43)	40 (6)	42	46 (79)	8 (42)	24 (10)	36
Essex	512[7]	91	77	2[3]	90	94	97	2[3]
Gloucester	18	-	-	-	-[4]	-	-	-
Hudson	6	31	38	19(9)	4	30	32	17(9)
Mercer	50	60	57	60	50	79	73	75
Middlesex	8 (50)	10 (61)	11 (58)	10(53)	- (65)	- (70)	- (72)	(71)
Morris	27 (86)	25 (73)	13 (55)	13(46)	17 (70)	23 (62)	12 (53)	9(50)
Ocean	-[5]	1 (34)	- (20)	7(84)	-[2]	2 (32)	- (18)	9(20)
Passaic	-[5] 971	- (93)	3 (99)	4(33)	- (96)	- (97)	6 (99)	2(83)
Salem	26 (42)	23 (39)	16 (40)	19(20)	48	41 (26)	17 (26)	23(26)
Somerset	21 (60)	38 (48)	36 (53)	23(15)	34	57 (73)	61 (85)	28(63)
Sussex	-	-	69	205	-	-	73	25[3]
Union	17	22	15	11	29	24	12	16
UCCJS	62	-	-		-	-	-	
Warren	-	-	15		-	-	18	
SECTOR #	4471	5388	6257	4748	2325	2449	2782	2556
SECTOR %	38	36	35	34	41	47	38	44
STATEWIDE #	9456	9540	9858	7810	3324	3374	4106	3372
STATEWIDE %	32	31	31	30	44	40	47	43

[1]1981,1982, 1873 and 1984 include those students falling below institutional placement criteria who are required to take elementary algebra. Percentages in parenthesis () include all students identified as falling below institutional placement criteria, regardless of major or college policy.

[2]Institution did not offer remedial algebra.

[3]Full-time data represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

[4]Gloucester County College did not test any part-time students in Fall, 1981.

[5]Reported with Union College.

[6]Data on Algebra not included for the following institutions: 1981 - Atlantic, Brookdale, Ocean, and Passaic County Colleges - remedial algebra not required. 1982 - Atlantic,Brookdale,Gloucester,Passaic,Sussex County Colleges remedial algebra not required. 1983 - Atlantic,Gloucester,Passaic - remedial algebra not required; 1984 - Atlantic, Gloucester, Warren - remedial algebra not required.

[7]Essex(1981) did not separate full and part-time students identified as needing remediation; all students are included in full-time figures for their respective sectors.

[8]Students identified as needing remediation in computation (Table 8) are also required to complete remediation in algebra.

NOTE:The percentages of students identified as needing remediation may vary for two reasons (1) student population and/or (2) placement criteria.

TABLE 10

Number and Percentage* of Students Enrolled in Remediation in Reading, by College

STATE COLLEGES	FULL-TIME 1981	1982	1983	1984	PART-TIME 1981	1982	1983	1984
Glassboro	96	96	97	97	59	56	67	53
Jersey City	73	84	77	75	59	56	61	58
Kean	81	85	93	98	56	83	92	93
Montclair	89	92	95	94	53	34	37	50
Newark	56	70	88	87	36	21	24	20
Stockton	100	100	100	100	-1	0	100	100
Trenton	93	96	99	95	67	-	88	85
W. Paterson	84	92	92	93	77	77	71	84
Thomas A. Edison[2]	0	-	-	-	-	-	-	-
SECTOR #	2339	2379	2241	2572	271	302	350	329
SECTOR %	85	89	92	94	63	47	55	58
RUTF	100	100	100	100	-	-	100	-
Rutgers University**	93	59	70	56	86	80	27	44
SECTOR #	1004	691	541	454	25	8	3	14
SECTOR %	94	61	69	59	86	80	27	44
COUNTY COLLEGES								
Atlantic	84	89	86	96	68	63	57	62
Bergen	93	88	91	97	85	96	85	96
Brookdale	93	93	84	95	80	78	92	92
Burlington	85	86	90	87	36	31	45	38
Camden	92	88	92	90	59	57	90	81
Cumberland	76	95	87	86	43	64	69	66
Essex	87	91	70	72	88	93	97	91
Gloucester	87	90	96	95	-	13	22	17
Hudson	100	100	99	100	100	100	92	93
Mercer	88	76	93	98	50	46	48	47
Middlesex	88	81	91	88	24	28	17	17
Morris	93	89	92	97	93	91	96	91
Ocean	88	85	76	85	-	62	31	38
Passaic	89	81	93	92	56	70	76	74
Salem	70	75	70	86	25	31	38	44
Somerset	98	88	91	95	28	26	52	46
Sussex[3]	-	100	-	N/A[4]	-	100	-	100
Union	87	89	89	93	28	52	67	82
UCCJ[2]	61	-	-	-	-1	-	-	-
Warren**	-	-	50	100	-	-	0	100
SECTOR #	5297	6127	6532	6999	1075	1597	1632	1753
SECTOR %	83	86	88	91	62	63	58	63
STATEWIDE #	8640	9197	9314	9625	1371	1907	1985	2096
STATEWIDE %	84	84	87	93	63	60	58	63

*Of those identified by the colleges as needing remediation in Reading.

**Includes courses that integrate Reading and Writing.

[1]Institution does not differentiate between full and part-time students.

[2]Institution is unable to verify enrollment in remedial courses (all students are referred to other institutions for enrollment).

[3]Reported with Union College.

[4]Full-time represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

TABLE 11

Number and Percentage* of Students Enrolled in Remediation in Writing, by College

STATE COLLEGES	FULL-TIME 1981	FULL-TIME 1982	FULL-TIME 1983	FULL-TIME 1984	PART-TIME 1981	PART-TIME 1982	PART-TIME 1983	PART-TIME 1984
Glassboro	93	97	97	96	92	95	97	91
Jersey City	98	100	99	98	92	88	92	84
Kean	87	84	97	93	70	92	95	93
Montclair	91	93	94	93	84	93	91	93
Newark	96	89	78	82	78	97	79	83
Stockton	100	100	100	100	-[1]	86	100	100
Trenton	98	99	99	99	94	-	98	97
W. Paterson	78	95	98	97	86	86	91	91
Thomas A. Edison[2]	-	-	-	-	-	-	-	-
SECTOR #	2937	2811	2930	2867	466	402	574	292
SECTOR %	89	95	96	96	82	66	81	70
NJIT	100	100	100	100	-	-	-	-
Rutgers University**	95	96	89	89	100	57	51	73
SECTOR #	1151	1023	706	770	42	53	4	30
SECTOR %	96	90	90	90	100	57	51	73
COUNTY COLLEGES								
Atlantic	81	89	99	99	58	71	90	83
Bergen	##	##	##	##	##	##	##	##
Brookdale	95	95	99	96	76	75	88	95
Burlington	81	99	99	99	79	79	87	97
Camden	88	91	95	95	69	65	99	88
Cumberland	91	97	96	96	92	78	81	88
Essex	99	95	91	93[4]	87	99	98	92
Gloucester	93	99	97	97	-[4]	11	98	98
Hudson	100	100	100	99	100	100	97	98
Mercer	74	74	86	96	52	48	54	92
Middlesex	90	93	99	98	91	83	73	91
Morris	98	98	99	98	85	82	82	84
Ocean	86	76	93	97	-	93	96	96
Passaic	91	80	96	97	66	68	81	92
Salem	85	99	85	97	55	48	95	95
Somerset	74	97	97	91	85	97	94	97
Sussex	-	100	**	N/A[5]	-	100	**	**
Union	88	90	87	90	93	94	81	98
Warren	91	-	-	-	-[1]	-	-	-
Harcum	-	-	**	**	-	-	**	**
SECTOR #	5295	5050	5333	5078	1052	1364	1517	1434
SECTOR %	89	88	93	95	65	68	70	73
STATEWIDE #	9383	8884	8369	7935	1560	1820	1895	1756
STATEWIDE %	90	91	94	95	70	68	72	72

*Of those identified by the colleges as needing remediation in Writing.

**Bergen, Warren, Sussex and some units of Rutgers offer Reading and Writing in the same course. Figures are included in Table 20.

[1]Institution does not differentiate between full and part-time students.

[2]Data not available for a small proportion of FT and PT students.

[3]Institution is unable to verify enrollment in remedial courses (all students are referred to other institutions for enrollment).

[4]Reported with Union College.

[5]Full-time represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

TABLE 12

Number and Percentage* of Students Enrolled in Remediation in Computation, by College

STATE COLLEGES	FULL-TIME 1981	1982	1983	1984	PART-TIME 1981	1982	1983	1984
Glassboro	38	36	39	28	16	15	13	14
Jersey City	88	69	50	42	24	22	19	20
Kean	-	-	-	-	-	-	-	-
Montclair	30	40	38	45[9]	28	29	28	45[9]
Newark	110	94	92	74	108	113	87	84
Stockton	-	-	-	-	-	-	-	-
Trenton	-	-	39	37	-	-	38	27
W. Paterson	75	56	53	50	32	25	23	14
Thomas A. Edison[2]	0	-	-	-	-	-	-	-
SECTOR #	1520	1372	1455	1513	823	735	727	780
SECTOR %	84	70	82	84	61	43	69	61
RUTT 3	-	-	-	-	-	-	-	-
Rutgers University**	100	100	78	-[7]	-	-	-	-[7]
SECTOR #	85	18	14	-	-	-	-	-
SECTOR %	100	100	78	-	-	-	-	-
COUNTY COLLEGES								
Atlantic	74	75	88	90	48	45	55	57
Bergen	82	85	88	88	54	69	68	65
Brookdale	84	84	82	74	58	55	54	61
Burlington	84	85	90	84	63	51	61	61
Camden	75	82	92	91	53	64	61	68
Cumberland	76	88	89	91	36	67	65	65
Essex	88	85	82	91	71	71	74	68
Gloucester	75	76	76	91	-	-	71	71
Hudson	100	100	82	86	100	100	74	74
Mercer	81	84	85	85	62	59	69	68
Middlesex	76	83	91	92	50	63	71	68
Morris	90	91	93	93	62	68	71	68
Ocean	78	83	87	88	-	59	64	65
Passaic	83	84	86	88	68	68	69	65
Salem	73	78	76	88	54	62	69	65
Somerset	-	-	-	88	-	-	-	65
Sussex	-	0	-	N/A[7]	-	0	-	N/A
Union	58	78	52	58	35	54	46	58
Warren	86	-	-	-	-	-	-	-
Warren	-	-	29	100	-	-	0	100
SECTOR #	5733	5852	6457	6548	1388	1771	1994	2078
SECTOR %	79	81	85	88	57	58	61	61
STATEWIDE #	7277	7240	8126	8167	1528	2006	2321	2358
STATEWIDE %	80	79	86	90	57	56	64	63

*Of those identified by the colleges as needing remediation in Computation.

**Exam and most units of Rutgers include basic math in their algebra courses. Stockton's "Other Math" includes both basic math and algebra. Sussex and Trenton State Colleges reports math and algebra together. Data from these colleges are included in Table 13.

[9]Full-time data represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

[2]Institution is unable to verify enrollment in remedial courses (all students are referred to other institutions for enrollment).

[3]RUTT's remedial math program begins at the level of trigonometry.

[4]Institution does differentiate between full and part-time students.

[5]Reported with Union College.

[6]Reported by institution as "Other Math".

[7]Due to technical problems, institution was unable to report the small number of students enrolled in computation.

TABLE 13

Number and Percentage* of Students Enrolled in Remediation in Elementary Algebra

Fall, 1981 - Fall, 1984

STATE COLLEGES	FULL-TIME				PART-TIME			
	1981	1982	1983	1984	1981	1982	1983	1984
Glassboro	-[1]	[illegible]	66	67	-[1]	56	53	45
Jersey City	69	71	67	65	71	64	55	54
Kean	67	65	57	55	65	53	50	47
Montclair	61	61	55	53	48	38	32	42
Newark	100	82	58	57	100	70	44	38
Paterson	[illegible]	[illegible]	[illegible]	-	-	[illegible]	[illegible]	-
Trenton	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	[illegible]	[illegible]
[illegible] Montclair	72	52	81	52	53	32	46	25
Thomas A. Edison[2]	0	-	-	-	-	-	-	-
SECTOR #	**2447**	**[illegible]**	**2705**	**2565**	**381**	**459**	**453**	**429**
SECTOR %	**78**	**[illegible]**	**[illegible]**	**[illegible]**	**56**	**[illegible]**	**63**	**57**
NJIT*	-	-	-	-	-	-	-	-
Rutgers University	[illegible]	65	65	[illegible]	55	55	44	52
SECTOR #	438	470	373	379	111	24	20	34
SECTOR %	90	65	65	68	55	55	44	52
COUNTY COLLEGES								
Atlantic[3]	-	-	-	-	-	-	-	-
Bergen	44	43	40	33	40	43	46	43
Brookdale	45	46	36	31	[illegible]	[illegible]	22	41
Burlington	36	31	19	31	24	36	8	31
Camden	28	22	31	31	31	24	31	31
Cumberland	40	48	34	[illegible]	46	22	48	55
Essex	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Gloucester[3]	[illegible]	-	-	-	-	-	-	-
Hudson	-	16	36	37	-	11	43	35
Mercer	26	48	35	37	22	20	38	33
Middlesex	[illegible]	[illegible]	[illegible]	[illegible]	-	-	-	-
Morris	34	30	36	33	39	38	33	36
Ocean	-	30	[illegible]	[illegible]	-	[illegible]	[illegible]	[illegible]
Passaic	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Salem	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Somerset	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Sussex	-	-	-	[illegible]	-	-	-	[illegible]
Union	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
UCCC	[illegible]	-	-	-	-	-	-	-
Warren	-	-	[illegible]	-	-	-	[illegible]	-
SECTOR #	5264	5102	3432	2847	806	859	1144	1044
SECTOR %	59	58	55	60	35	34	41	41
STATEWIDE #	[illegible]	[illegible]	[illegible]	[illegible]	1298	1272	1617	1502
STATEWIDE %	[illegible]	[illegible]	[illegible]	[illegible]	39	38	39	45

*Of those identified by the colleges as requiring remediation in elementary algebra. Some colleges did not require remediation in elementary algebra for any of their students, while others required it only for students in certain majors (See Table 6). The percentages in many cases, therefore, are inflated.

[1]Institution did not offer remedial algebra.

[2]Institution does not differentiate between full and part-time students.

[3]Institution is unable to verify enrollment in remedial courses (all students are referred to other institutions for enrollment).

*NJIT's remedial math program begins at the level of trigonometry.

[illegible]Reported with Union College.

[illegible]Full-time data represents only students tested by Sussex. Part-time data only partially available since PT students are presumed to be reported by other institutions.

[illegible]Data on algebra is not included for the following institutions: Atlantic, Gloucester and Warren - remedial algebra not required.

*NJIT's remedial math program begins at the level of trigonometry and thus is not included in Table 25.

TABLE 14

Number of Colleges by Sector that Grant Graduation Credits for Remedial/Developmental Work

Fall 1981 - Fall 1984

	STATE COLLEGES	RUTGERS/ NJIT	COUNTY COLLEGES	STATE TOTAL
1984	4[2]	1[3]	1[1]	6
1983	5	1	1	7
1982	5	1	4	10
1981	4	1	7	12

[1]Institution grants credit in writing only if students attains a grade of "A".

[2]Two institutions grant credit for developmental courses, but not for remedial courses. One institution grants credit for writing and algebra only.

[3]Newark campus of Rutgers limits the number of graduation credits to six; New Brunswick campuses of Rutgers grants credit for writing only.

NEW JERSEY BASIC SKILLS COUNCIL

DEPARTMENT OF HIGHER EDUCATION

TRENTON, NEW JERSEY

1984 ANNUAL BASIC SKILLS QUESTIONNAIRE

College _____ Date _____

Completed by: Name _____ Title _____

Telephone _____

Approved by: Name _____ Title _____

Table 1 - Testing [1]

	Full-Time (A)	Part-Time[3] Degree-Seeking (B)	Part-Time[3] Non-Degree Seeking Registering for 12th Credit[5] (C)
1. No. of enrolled students required to be tested in Fall 1984[2]			
2. No. of students in Item 1 tested in 1984 test cycles 1 thru 4			
3. No. of students in Item 1 tested outside 1984 cycles 1 thru 4			
4. No. of students in Item 1 who were not tested (Item 1 minus Item 2 and 3)			

1 For Items 1, 2, 3 and 4 identify students as full-time or part-time on the basis of your enrollment records.

2 Based on the Department of Higher Education's definitions of the students to be tested. See Appendix A. EOF students must be included. ESL/bilingual students should be excluded from this table. See Table 4.

3 If you test all part-time students, there is no need to differentiate between (B) and (C). Include all part-time students in Column (B).

4 See Appendix A, #2

5 See Appendix A, #3.

COLLEGE _____

Table 2 - Placement[1]

	Full-Time		Part-Time[2]	
	#	%	#	%
Number and percentage of students reported in Items 2 and 3 of Table 1 who were identified as needing remedial/developmental[3] work in:				
A. Reading				
B. Writing				
C. Math Computation				
D. Elementary Algebra:				
1. As defined by the College[4]				
2. All Others[5]				
E. Other Math (Specify _____)				

1 If one course covers more than one skill area, i.e. reading and writing, indicate so through a footnote or by bracketing the two skills areas and report one set of data.

2 Based on the sum of columns (B) and (C) in Items 2 and 3 of Table 1 (i.e. Part-time degree seeking plus part-time, non-degree seeking, registering for 12th credit).

3 The term remedial/developmental includes both "remedial" and "developmental" programs designed to help skills-deficient students improve their basic skills in the areas of reading, writing, math computation and elementary algebra.

4 "As defined by the College", is defined as the number and percentage of students who fall below your college's placement criteria and are required to take elementary algebra.

5 "All Others" is defined as the number and percentage of students who fall below your college's placement criteria but are not required to take elementary algebra.

COLLEGE _____

Table 2A - Remedial/Developmental Enrollment[1]

	Fall 1984[3]		Spring 1985[4]		Total Enrolled		Students Not Enrolled in Remedial/Developmental Courses[6]	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
	#	#	#	#	# %[5]	# %[5]	#	#
1. Number of students reported in Table 2 who enrolled in remedial/developmental course in the following areas:[2]								
a. Reading								
b. Writing								
c. Math Computation								
d. Elementary Algebra (Compute percentage on Item D.1. of Table 2).								
e. Other Math								

[1]GIVE UNDUPLICATED NUMBER IN EACH CATEGORY. DO NOT include those students repeating a specific course or enrolling voluntarily (i.e. those not included in Table 2).

[2]If one course covers more than one skill area, ie. reading and writing, indicate so through a footnote or by bracketing the two skill areas and report one set of data.

[3]If students identified for remedial/developmental work in Fall 1984 took the remedial/developmental course in the summer after being tested, include these students in Fall 1984.

[4]Include students enrolled in Winter 1985, if applicable.

[5]Percent of the numbers reported in Table 2.

[6]Report the number of students shown in Table 2 who were enrolled in college in Spring, 1985 but who had not enrolled in the appropriate remedial/developmental course either in Summer 1984, Fall 1984, or Spring 1985.

COLLEGE _____

Table 2B - Placement

	I	II
SKILL AREA[1]	Is Placement in Remedial/ Developmental Courses Required?[2]	Criteria used to Identify Students with Skills Deficiency[3]
a. Reading	___ Yes ___ No	
b. Writing	___ Yes ___ No	
c. Math Computation	___ Yes ___ No	
d. Elementary Algebra	___ Yes ___ No	
e. Other Math	___ Yes ___ No	

40

[1]If more than one skill area is served by a course, indicate so through bracketing.

[2]If the institutional policy on placing students in remedial courses is not uniform for all students, please describe the exceptions in your response to question 5, page 9.

[3]Include the specific criteria (e.g., test scores, high school grades etc.). Name the specific test and section of test (e.g., WJCBSPT - Reading Comprehension) and the cut scores used to differentiate remedial/developmental from non-remedial/developmental (e.g. 165) In all cases where the WJCBSPT is used, report scaled scores.

College _____

Table 2C - Exit Criteria

Skill Area & Course[1]	Criteria Used to Ascertain that Students have Removed Skills Deficiency[2]
a. Reading	
b. Writing	
c. Math Computation	
d. Elementary Algebra	
e. Other Math	

[1]If more than one skill area is served by a course, indicate so through bracketing.

[2]Specific levels on tests, examinations, grades or other end of course measures used to ascertain that students have acquired the minimum level of competency in the specific skill area.

Table 3 - E.O.F. Students[1]

1.a. According to the Department of Higher Education's definitions, how many EOF students were required by your program or institution to be tested with the NJCBSPT in the following periods:

For Summer 1984? ____ How many were tested? ____

For Fall 1984? _____ How many were tested? ____

b. How many of these students took remediation courses during Summer 1984 before being tested with NJCBSPT? ____.

2. How many Fall 1984 entering EOF freshmen were also Bilingual/ESL students?

_____

(1) How many of these students were not tested with the NJCBSPT? ____

(2) How many of those exempted from taking the NJCBSPT were placed in Bilingual/ESL courses? ___

3. How many EOF students who were tested were identified as needing remediation and enrolled in remedial courses in the following areas:

Summer '84 / Fall '84	EOF Students Identified as Needing Remediation		EOF Students Actually Enrolled in Remedial Course		EOF Students Passing the Remedial Course	
Remedial Courses	No.[2]	Percent[3]	No.	Percent[4]	No.	Percent[5]
a. Reading						
b. Writing						
c. Computation						
d. Algebra						
e. Other Math						

[1]Include all EOF students admitted for Fall 1984 who also participated in the EOF Summer pre-freshman Program.

[2]After being tested with the NJCBSPT

[3]Based on the figures supplied in Item 1b above

[4]Based on the number of students identified as needing remediation (first column)

[5]Based on the number of students enrolled in the remedial course (third column)

College _____

Table 4 - Bilingual/ESL Students[1]

As stated in Appendix A, "students enrolled in a bilingual or English as-a-Second Language (ESL) program need not be tested until they have completed such a program." The Basic Skills Council and the Office of Bilingual Programs of the Department of Higher Education are interested in obtaining more information about Bilingual/ESL students.

1 a. When do you require the entering Fall 1984 Bilingual/ESL students to be tested with the NJCBSPT?

_____ when they enter the college

_____ after they complete their ESL sequence

b. How many Bilingual/ESL students were required to be tested with the NJCBSPT for Fall 1984 _____

c. How many were tested? _____

d. How many tested were entering freshmen? _____

2. For all entering Bilingual/ESL freshmen (tested or not) how many were placed in each of the following courses:

a. ESL courses only _____

b. Bilingual remedial courses only _____

c. ESL and Bilingual remedial courses _____

d. Regular remedial courses (reading, writing, and math) and Bilingual/ESL courses _____

e. Regular remedial courses only _____

3. If students complete Bilingual/ESL courses before taking the NJCBSPT, are they then required to enroll in remedial courses if they do not meet your college's placement criteria on the NJCBSPT?

_____YES _____NO

Comments: _____

_____

_____

[1]This should include all entering Bilingual/ESL freshmen (Summer/Fall 1984) if you require the NJCBSPT when they enter college or it should include all freshmen who have completed the ESL sequence during the 1984-85 academic year.

NOTE: Table 4 should be completed in cooperation with your institution's Bilingual/ESL Director, coordinator of faculty.

4. Specify any other test(s) used in placing Bilingual/ESL students in courses. _____

_____

_____

5. Spanish Translation of the NJCBSPT Math Tests

a. Does your college administer the Spanish translation of the NJCBSPT math tests? _____YES _____NO

b. If yes, how many students were administered this test in Fall 1984. _____

c. How many students in 5B were placed in a remedial computation course? _____

d. How many students in 5B were placed in a remedial elementary algebra course? _____

e. Specify the criteria used to identify the skills-deficient students in 5C. (Include the NJCBSPT cut scores used to differentiate remedial/developmental from non-remedial/developmental; use scaled scores).

Computation: _____

_____

Elementary Algebra: _____

_____

NOTE: Table 4 should be completed in cooperation with your institution's Bilingual/ESL Director, coordinator of faculty.

College _____

ADDITIONAL INFORMATION ON TESTING, PLACEMENT AND REMEDIAL COURSES (Attach additional sheets if necessary.)

Answer the following questions only if your institution's policies have changed since last year.

1. If students do not complete remediation in MATH, what first-level college courses are they not allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

2. If students do not complete remediation in READING, what first-level college courses are they allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

3. If students do not complete remediation in WRITING, what first-level college courses are they allowed to take? (BE SPECIFIC; INCLUDE COURSE TITLES)

College _____

4. Are graduation credits given for remedial or developmental courses?

Yes ___ No ___

Comments

5. Are placement policies and procedures the same for (A) full-time and part-time students (B) Students enrolled in different curriculums?

A. Yes _____ No _____
B. Yes _____ No _____

Comments:

6. Is there a time or credit-hour limit within which students needing remediation must complete remediation?

Yes _____ No _____

If yes, specify below

7. Describe the institutional policy regarding retention of students who fail to remove the basic skills deficiencies. Specify any restrictions put on them (e.g. limited credit load, enrollment in a curriculum, etc.).

College _____

8. If any of the students who were required to be tested were not tested (Table 1, Item 4), please give reasons.

9. Please indicate any problems your institution has encountered in testing, placing, or instructing students in Basic Skills or in evaluating your basic skills (remedial/developmental) program.

APPENDIX A

Who Must Take the New Jersey College Basic Skills Placement Test?

The New Jersey Board of Higher Education requires that the following students take the New Jersey College Basic Skills Placement Test:

1. all freshmen who will be entering a New Jersey public college in the fall of 1978 and at any date thereafter:

2. all full-time and part-time freshmen who are seeking a degree;

3. any student who does not initially seek a degree but who registers for a course that would result in the accumulation of 12 or more credits;

4. any freshman-transfer student who has not taken the test;

5. students enrolled in a bilingual or English-as-a-Second-Language (ESL) program may be tested when they have completed such a program;

6. an institution may require additional categories of freshmen students to be tested.

Students will be tested only after they have been admitted to a college. First-time students who hold a bachelor's degree need not be tested. Students enrolled in a bilingual or English as a Second Language (ESL) program need not be tested until such time as they complete such a program.

It is therefore intended that, with the exceptions specified above, all freshmen students be tested after they have been admitted to the college and before they register for classes.

SUPPLEMENTARY QUESTIONNAIRE ON FALL 1983
PART-TIME COHORT[1]

Due _____

	No. of Students Identified for Remediation[2]	No. of Students With Four Semesters of Attendance[3]	Enrolled in Appropriate Remedial Course in Summer 1983 Through Spring 1985	
	#	#	#	%[4]
A. READING				
B. WRITING				
C. MATH COMPUTATION				
D. ELEMENTARY ALGEBRA (as defined by college)				

[1]Data should be supplied on students who were reported on the 1983 Annual Basic Skills Questionnaire as part-time students.

[2]As reported under part-time in Table 2 of the 1983 Annual Basic Skills Questionnaire.

[3]Count students who enrolled in Fall 1983, Spring 1984, Fall 1985, and Spring 1985.

[4]Percent of those with four semesters of attendance.

APPENDIX B

DEPARTMENT OF HIGHER EDUCATION
1984-85 INSTITUTIONAL PROFILE

1. College _____ 2. Completed by _____

3. Students required to be tested: FULL-TIME _____ TOTAL PART-TIME _____
(Part-Time Degree Seeking ___ Part-Time Other ___)

4. Students tested:

	FULL-TIME		PART-TIME	
	#	%[1]	#	%[1]

[1]Percent of #3 above

5. Students needing remediation (of those identified in #4 above):

	READING & WRITING		COMPUTATION		ALGEBRA A. Defined by College		ALGEBRA B. Others		OTHER MATH (Int. Algebra	
	#	%	#	%	#	%	#	%	#	%
FULL-TIME										
PART-TIME										

[2]Defined as the # and % of students who fall below the college's placement criteria & are required to take elementary algebra.
[3]Defined as the # and % of students who fall below the college's placement criteria but are not required to take elementary algebra.

6. Students enrolled in remediation (of those identified in #5 above):

	READING		WRITING		COMPUTATION		ALGEBRA		OTHER MATH	
	#	%	#	%	#	%	#	%	#	%
FULL-TIME										
PART-TIME										

[4]Percent of 5A

7. Number of students (in #5 above) who were enrolled in college in Spring, 1985 but who had not enrolled in the appropriate remedial/developmental course by Spring, 1985:

	READING	WRITING	COMPUTATION	ALGEBRA	OTHER MATH
FULL-TIME					
PART-TIME					

8. Reason for not testing appropriate students (if applicable):

	YES	NO
9. A. Students not completing remediation in MATH are allowed to take regular college-level courses in Math:	___	___
B. Students not completing remediation in READING are allowed to take regular college-level courses:	___	___
C. Students not completing remediation in WRITING are allowed to take regular college-level courses:	___	___
(SEE ATTACHMENT A FOR SPECIFIC COURSES)		
10. GRADUATION CREDITS are given for remedial/developmental courses:	___	___

1984-85 INSTITUTIONAL PROFILE (Basic Skills) College _____

11. Institution has TIME or CREDIT HOUR LIMIT within which students needing remediation must complete remediation: ___* ___

12. Remediation is required:

READING	YES ___	NO ___		COMPUTATION	YES ___	NO ___	
WRITING	YES ___	NO ___		ALGEBRA	YES ___	NO ___	
				OTHER MATH	YES ___	NO ___	

13. Placement policies & procedures are the same for:

A. Full-time & Part-time students YES ___ NO ___

B. Students in different curricula YES ___ NO ___

14. Institutional policy regarding retention of students who fail to remove their basic skills deficiencies:

15. Problems institution has encountered in testing, placing, or instructing students in basic skills:

16. Problems encountered in evaluation basic skills (rem./dev.) program:

17. PLACEMENT CRITERIA

READING

WRITING

COMPUTATION

ALGEBRA

OTHER MATH

18. EXIT CRITERIA

READING

WRITING

COMPUTATION

ALGEBRA

OTHER MATH

*Unless required by major

ATTACHMENT A COLLEGE _____

1. Students who do not complete remediation in MATH are not allowed to take the following first level college courses:

2. Students who do not complete remediation in READING are allowed to take the following first level college courses:

3. Students who do not complete remediation in WRITING are allowed to take the following first level college courses:

APPENDIX C

A DESCRIPTION OF THE PROFICIENCY LEVELS ESTABLISHED BY THE BASIC SKILLS COUNCIL[1]

Based upon its understanding of the content and difficulty level of the test, and upon the recommendations of its advisory committees, the Council offers the following general propositions to assist in understanding the test results presented in this report.

Verbal Skills

For the purpose of this report, students who scored below 161 on Total English* were placed in the "Lack Proficiency" category. Those who fell in the 161-172 range on Total English were considered in the "Lack Proficiency in Some Areas" category while those students above 172 on Total English "Appear to be Proficient." A more precise understanding of an individual student's scores can be achieved by considering the following.

In the Council's judgement, all students with essay scores of 2, 3 or 4, and those students with an essay score of 5 or 6 but fewer than 80 percent correct on either of the two multiple-choice tests, are seriously deficient in their use of written language. An essay score of 2, 3, or 4 indicates pronounced weakness in writing: in these essays the message is not always clear, the idea is either not developed or not logical, and the conventions of written language are usually not observed. An essay socre of 5 or 6, together with fewer than 80 percent correct on one or both of the multiple-choice tests, indicates a need for help in following the conventions of written language, and in developing and comprehending an idea in a coherent manner.

*Total English is a composite score based on all three reading and writing sections

[1]Excerpt from the Basic Skills Council Report to the Board of Higher Education, January 20, 1984.

Many students exhibit a pattern of performance that must be reviewed more carefully, since they probably require some assistance in one or more areas according to the requirements and standards of the individual colleges. Students in this category either did not demonstrate proficiency in one or more areas, or exhibited a marked discrepancy among scores--for example, a high essay score and a low sentence sense score is a pattern that bears examination. Essay scores of 5, 6 or 7 together with multiple-choice scores above 80 percent are "average" in that the essays tend to lack depth and coherence and, despite the multiple-choice scores, the writing samples may exhibit flaws in structure and/or language conventions. An essay score of 7 combined with scores of less than 80 percent correct on one or both of the multiple-choice tests indicates at best a marginal performance. Essay scores of 8-12 and fewer than 80 percent correct on any one of the multiple-choice tests are discrepant patterns, since these essay scores indicate a range from above average to excellent, and the multiple-choice scores appear to contradict the essay scores.

Students with essay scores of 8-12 and 80 percent correct on both multiple-choice tests seem to be proficient in the basic skills of reading and writing. The writers of these essays have control of both the language and the structures they are using: generally speaking, they can comprehend a relatively mature idea and develop it in standard English.

Computation

A scaled score of 164 or below (18 or fewer questions correct out of 30 on the 1983 test) indicates pronounced weaknesses in dealing with certain computational operations and in particular with problems involving percentages and decimals. Declining scores indicate progressively greater difficulty with operations involving fractions. Students scoring below 165 on the Computation test are included in the category: "Lack Proficiency."

The range of scaled scores from 165 to 172 (19 to 24 questions correct) indicates greater familiarity with elementary computation but still shows definite weaknesses. The particular weaknesses of an individual student can be identified only be examining indi-

vidual item responses. Students falling in the range of 165 to 172 on the computation test fall in the category: "Lack Proficiency in Some Areas."

Students who achieve a scaled score of at least 173 (25 questions correct) seem to be proficient in the elementary computational skills measured by this test and fall in the "Appear to be Proficient" category.

Elementary Algebra

Students who achieve a scaled score of 166 or below (13 or fewer questions correct out of 30 on the 1982 test) definitely lack an understanding of elementary algebra. Such students may possess a smattering of knowledge but have difficulty with a wide variety of elementary operations, and are not able, in general to perform sustained operations involving a succession of simple steps. Students in this category ("Lack Proficiency") probably need to restudy elementary algebra from the beginning.

The particular difficulties of students who score in the scale range from 167 to 182 (14 to 25 questions correct) vary. They have some misconceptions, have some trouble dealing with equations involving letters rather than numbers, and probably cannot handle sustained operations well. The type of assistance or course work such students may require will depend on each student's background and can be determined by careful examination of the particular patterns of item responses. Students scoring in the range of 167 to 182 on the Elementary Algebra are inlcuded in the "Lack Proficiency in Some Areas" category.

Students who achieve a scaled score of 183 and above (26 or more questions correct) seem to have no widespread weaknesses in performing elementary algebraic operations and fall in the "Appear to be Proficient" category. They probably can do simple sustained operations. The test does not extend far enough in difficulty level to determine whether students scoring in this highest range are able to complete a complex succession of simple operations.

APPENDIX D

The following is a listing, by sector, of each institution's policy regarding students who fail to remove basic skills deficiencies. All data are based upon self-reported information submitted by the institution.

School	Policy	Credit/time limit within which students must enroll and pass remedial courses
	Sector: State College	
Glassboro	Full-time students must complete basic skills requirements within 2 semesters of matriculation; students in need of computation and algebra must complete their remediation in four semesters. Failure to complete remedial work within these time periods results in recommendation for dismissal.	FT: 1 academic yr. PT: Within 24 credit hours
Jersey City	Students with deficiencies in 1) all three areas are limited to 12 cr. hours; & 2) deficiencies in one or two areas are limited to 15 cr. hours. Students with skill deficiencies are not allowed to apply to a major program. If the student	3 semesters

School	Policy	Credit/time limit within which stuents must enroll and pass remedial courses
	does not remove the deficiency after 3 semesters, he/she is recommended for dismissal.	
Kean	The developmental courses that a student is required to take during the first semester at the college must be completed successfully by the end of the student's first complete academic year or the student is subject to dismissal.	First 2 academic years (but also see Policy)
Montclair	Students failing to complete the required developmental courses prior to the completion of 26 semester hours are subject to academic furlough.	FT: 1 academic yr. PT: First 2 academic yrs.
Ramapo	Academic probation for failure to maintain a 2.0 GPA. Remedial courses are computed into a students GPA, thus it is unlikely that a student would fail remedial courses and maintain a sufficient GPA.	Before accumulating 36 credits
Stockton	Students who fail BASK courses are given diagnostic evaluation and provided with tutoring	2 semesters

School	Policy	Credit/time limit within which students must enroll and pass remedial courses
	during the next semester to prepare for a final competency exam. Students who do not demonstrate competency within 2 active semesters are recommended for dismissal for a period of at least one year. Students must demonstrate compentency on NJCBSPT before readmission.	
Trenton	Each student's record is individually considered. Students with poor academic records are subject to dismissal; students who are retained are restricted both as to the number and character of the courses they may take.	One calendar year
Wm.Paterson	Students may not continue at WPC beyond the 45th credit if basic skills deficiencies are not removed. Students requiring remediation in verbal skills are limited to 12 crs. per semester until basic skills work is completed. Students requiring remediation in math are restricted to 15 crs. per semester.	Before registering for the 46th cr.
Thomas A. Edison	If students do not remove their basic	No credit transcribed beyond

School	Policy	Credit/time limit within which students must enroll and pass remedial courses
	skills deficiencies within 18 months of enrollment, advisement services are restricted to basic skills issues and no additional credits are applied to their degree.	29 unless student has completed remediation
	Sector: NJIT/RUTGERS	
NJIT some 1st	The prerequisite system is the basic limitor. Students cannot proceed to higher level courses without satisfactorily completing required courses. Appropriate departments within the Institute track students to ensure compliance.	None; however, students are assigned a lightened course load in their semester
Camden 1st College of Arts & Sciences	No set policy; however since students must remove basic deficiencies prior to taking ENG.Comp. 101 and a math course as a part of the College's general curricula requirements, they	Reading: During year of matriculation Writing: None Math: During first semester

School	Policy	Credit/time limit within which students must enroll and pass remedial courses
	are forced to remove their deficiencies in order to proceed.	
Newark College of Arts & Sciences & Nursing	Credit load is restricted to 12 to 14 credits. Students are dismissed in the spring semester if they have attempted 24 credits and not achieved an average of 1.4 on a 4.0 scale.	None
New Brunswick Undergraduate Units	Writing: Rutgers College students are required to eliminate a skills deficiency within two semesters. A recommendation to expand that policy to all New Brunswick units is under consideration.	None
	Sector: County College	
Atlantic	Regular college policy regarding academic probation, suspension, and dismissal.	FT: 1st semester PT: Before enrolling in college-level courses
Bergen	Students placed in English Skills I are limited to 12 credits per semester; those in English Skills II are limited to 15 credits per semester. College	None

School	Policy	Credit/time limit within which students must enroll and pass remedial courses
	also require registration in the placement courses for students on probation or returning from suspension with basic skills deficiencies.	
Brookdale	Regular college policy regarding academic progress.	Verbal Skills: First semester Math: Within first 24 credits
Burlington	Regular college policy regarding academic probation and dismissal.	None
Camden	Regular college policy on academic probation and suspension.	None
Cumberland	A student will be placed on academic warning if his/her cumulative average falls below 1.6 and on academic probation if his/her cumulative average falls below 1.3 at the completion of 12-23 semester hours. Also, failure to complete at least 50 percent of all credits attempted places the students on academic probation.	Within one academic year
Essex	Students cannot take upper level courses except for those on a limited list.	Since there are several levels of remediation in each area, it is possible that a student entering with skills at

School	Policy	Credit/time limit within which stuents must enroll and pass remedial courses
		the lowest level might still be taking remediation in the eighth semester.
Gloucester	A student is advised to take a reduced load during the first semester of academic probation. After 2 or more semesters of probation, a student will be dismissed if he/she has not completed 50% of the credit hours scheduled while on probation.	Student must successfully complete 50% of attempted courses within 2 semesters.
Hudson	If a student fails to remove basic skills deficiencies by the end of three semesters the student may not continue to enroll at the college. Such students are provided with counseling concerning educational and employment alternatives.	Three semesters
Mercer	Regular college policy regarding academic progress, warning, probation, and dismissal.	FT: 2 semesters PT: Within 30 cr.
Middlesex:	If students do not complete remediation by the end of the semester in which they attempt the 24th	Within 24 course credits

School	Policy	Credit/time limit within which stuents must enroll and pass remedial courses
	credit, they cannot enroll for any college-level courses in the subsequent semester until they complete remediation.	
Morris	Students are advised to take a limited credit load. Any student who does poorly in the first semester is placed on probation. The following semester he is academically dismissed if his GPA does not reach the institution's minimal standards.	English: 1 semester Math: None
Ocean	Institution has specific policy regarding academic probation, restriction, and suspension related to remedial students.	FT: 2 semesters PT: Within 11 credit hours
Passaic	The Judicial Review Committee determines restrictions on an individual basis.	Students are limited by the college academic dismissal and probation policies.
Salem	Regular college regarding academic warning, probation and dismissal.	None (College requires that students complete remediation before entering college-level courses in specific skill areas.)

School	Policy	Credit/time limit within which stuents must enroll and pass remedial courses
Somerset	These students are subject to individual review by the Academic Standards Committee. Students unable to meet requirements in the specified time are subject to suspension. Students deficient in all areas may register for a maximum of four courses.	Verbal Skills: 2 semesters Math: 3 semesters
Sussex	At present, placement and remediation policies are determined by the contracted institutions that students attend.	2 semesters
Union	Institution assesses progress in non-credit courses by applying a numerical standard to non-traditional grades assigned to these courses. Satisfactory completion on non-credit/ remedial courses is a requirement.	None
Warren	None at this time.	None

APPENDIX E

The following is a listing, by sector, of first-level college courses which students are allowed to take without first completing remediation in READING or WRITING. All of the following data are quotes from self-reported information submitted by the institution.

SECTOR: STATE COLLEGES

Glassboro

Reading: Presently there is not a design in place which would close out a student from any course; however, a plan is underway that will limit course offerings for remedial reading students.

Writing: A student may enroll in any course from the general education bank of offerings (history, humanities, languages, arts) with the exception of Fundamentals of Communication I.

Jersey City

Reading: a. General Studies Introductory Courses
Introduction to Black Experience
Introduction to Latin American Studies
Women's Lives
Psychology of Self Development
Preparation for Chemistry
Human Sexuality

b. Performance Courses
Art (drawing, painting, photo, ceramics)
Music (ensembles)
Media (T.V. & radio production)
Performing Arts (acting, dance)

c. Physical Education
All of the activity courses (Tennis, swimming, etc.)

Writing: Same as Reading

Kean

Reading: All first-level courses. However, they are advised not to take courses in certain

specified areas where the reading level is judged to be heavy.

Writing: All first-level courses except Freshman Composition. However, they are advised not to take courses in certain specified areas when the writing level is judged to be heavy.

Montclair

Reading: All college-level courses.

Writing: All college-level courses except English and Literature.

Ramapo

Reading: All first-level courses except 0221: Modes of Critical Reading & Writing.

Writing: Same as Reading

Stockton

Reading: Students who do not successfully complete remediation by the beginning of their second semester are advised to take courses in which the instructor has agreed to emphasize further development of basic academic courses. It is impossible to list specific courses since this list would depend on the individual student and on the appropriate courses that would be available that semester.

Writing: Same as Reading

Trenton

Reading: All courses except HIS 101-102: Western Civilization.

Writing: All courses except any courses in English.

William Paterson

Reading: Approaches to Western Art
Basic Russian I
Basic Russian II

History of Film
19th & 20th Century Art
Music Appreciation
Symphonic Music
Operatic Music
Introduction to Jazz History
Introduction to Theatre
Fundamentals of Acting
Communication in in Action
Basic French I
Basic French II
Intermediate French I
Intermediate French II
Computer Literacy
Basic German I
Basic German II
Intermediate German I
Intermediate German II
Basic Italian I
Basic Italian II
Intermediate Italian I
Intermediate Italian II
Basic Spanish I
Basic Spanish II
Intermediate Spanish I
Intermediate Spanish II
Basic Chinese I
Basic Chinese II
Intermediate Chinese I
Intermediate Chinese II
Basic Hebrew I
Basic Hebrew II
Intermediate Hebrew I
Intermediate Hebrew II
Basic Japanese I
Basic Japanese II
Intermediate Japanese I
Intermediate Japanese II
Pers.Imp.of Ex.,Fitness & Rest
Racism and Sexism in a Changing America
Classical Greek for Beg. I
Classical Greek for Beg. II
Latin for Beginners I
Latin for Beginners II
Introduction to Philosphy
Western Civilization to 1648
Western Civilization Since 1648
Contemporary Math
Finite Math
Elementary Statistics
Applied Calculus
Calculus I
Calculus II
Organic Biochemistry
College Chemistry
General Chemistry I
General Chemistry II
Introduction to Physics
Human Biology
General Biology I
General Biology II
Enviromental Foundations
Principles of Sociology
Introduction to Anthropology
American Government & Politics
Introduction to Politics
Introduction to Law
Current Health Issues
Introduction to Art of Dance

Writing: Same as Reading

Thomas A. Edison

Reading: Institution cannot prevent students from enrolling in courses at other colleges, but does restrict the transcription of credits if a student does not complete the basic skills requirement.

Writing: Same as Reading

SECTOR: NJIT/RUTGERS

NJIT

Reading: Students may take science and math courses, but they may not take any further courses in English, history or humanities. (Calculus, physics and chemistry may be allowed; English composition, remedial writing, "Man and Culture" are not allowed.)

Writing: Same as Reading (but they do take remedial writing again).

Rutgers University - Camden College

Reading: Academic Skills Workshop (reading) may be taken concurrently with other first-level courses, but it must be taken during the student's first term at Rutgers, or during the preceding summer.

Writing: Students must take English 101; they may take no other English courses until they have completed English 101 and 102.

Rutgers - New Brunswick Campuses

Reading: There are not specific restrictions placed on students who demonstrate a skills deficiency in reading. All colleges at Rutgers-New Brunswick offer extensive counseling to these students concerning course selection during semesters in which they are enrolled in a remedial course.

Writing: Students are allowed to take all courses that do not require successful completion of English 101 (Freshman Composition).

Students must complete remediation in writing before being admitted to English 101. English 101 is the prerequisite for all other courses in English.

Rutgers University - NCAS/Nursing

Reading: First-level courses in the following departments: Art, Afro-American Studies, American Studies, Botany, Chemistry, Accounting, Economics, Foreign Languages, Geology, Hebraic Studies, History (Survey courses), Mathematics, Music, Philosophy (Logic), Physics, Political Science (American Govt.), Psychology, Sociology, Theatre & Speech, Urban Studies, Zoology (Biology).

Writing: Same as Reading

SECTOR: COUNTY COLLEGES

Atlantic

Reading: All first-level college courses except COMM 101 (Composition and Communication).

Writing: Same as Reading.

Bergen

Reading: All courses except English courses.

Writing: All courses except English courses.

Brookdale

Reading: Certain students having scores that fall below the cut-off, in consultation with counselors, would be permitted to take certain appropriate courses.

Writing: Certain students having scores that fall below the cut-off, in consultation with counselors, would be permitted to take certain appropriate courses.

Note: Data seem to indicate that certain appropriate students who take first-level

courses concurrently with developmental courses lead to better scores in both the developmental and first-level courses.

Burlington

Reading: Accounting 110,111,210
Art 101
Business Administration 101,102,205,206,215
Criminal Justice 103
Data Processing 101,102
Chemistry 101,105
Economics 101,203
Electronics 102,152
Geography 101
Math 106,107,111,114
Physical Ed.113
Psychology 101
Physical Science 101
Photogrpghy 103,202 291,293
Sociology 101
Secretarial Technology 101,103,105,106

Writing: Accounting 110,111,210
Architecture 101,109
Art 101
Business Administration 101,102,205
Biology 101,105
Chemistry 101,105
Communications 101
Criminal Justice 101
Electronics 102,152
Data Processing 101, 102,109,111,112
History 101,103
Health Education 110
Political Science 102
Philosphy 101, 105
Math 100,106,111,113 104
Music 101,105
Nursing 112,202
Psychology 101
Physical Sciences 101
Photography 102,202, 293
Sociology 101
Secretarial Technology 103, 105
Social Science 101
Theatre 101
Physical Ed. 130

Camden

Reading: Basic Drawing I
Ceramics/Pottery I
Physical Education
Critical Analysis & Problems in Health
First Aid and Safety
Music Appreciation I
Music Appreciation II
College Choir

Writing: Same as Reading

Cumberland

Reading: Orientation to College
English 093 or 100 - Basic Developmental English
English 092 - Basic Speech
Social Science 100 (unless Reading 094 is required)
Math 095

Writing: Reading 094 or 100
Orientation 101
Math 095 or 100

Essex

Reading:
- Foundations of Biology
- College Biology I, II
- Accounting Fundamentals
- Business Syposia - Workshop
- Business Mathematics
- Fundamentals of Typewriting
- Elementary Typewriting
- Art Appreciation
- Fundamentals of ART I, II
- Two-Dimensional Design I
- Drawing I
- Life Drawing
- Fundamentals of Painting I, II
- Museums and Galleries
- Arts & Crafts Workshop I
- Fundamentals of Modern Dance I
- Fundamentals of ACTING I, II
- Voice and Diction
- Effective Speech
- Functional Piano
- Voice Class I, II
- Keyboard Class I, II
- College Choir I,II,III IV
- Engineering Graphics
- Applied Performance Area I, II
- Instrumental Workshop I,II,III,IV
- Introductory College Mathematics (Students do not have to complete remediation in Reading prior to enrolling in any college-level Math course)
- Architectural Drawing I, II
- Construction Methods
- Introduction to Chemistry
- College Chemistry I,II
- General Chemistry
- Technical Chemistry I, II
- Technical Chemistry Laboratory
- Chemistry Seminar
- Chemistry Calculations
- Instrumental Methods
- Electric Circuits I, II
- College Physics I,II
- Theory of Optics I,II
- Descriptive Geometry

	Introduction to Social Science	Beginner Aquatics
	Modern Dance	Graded Group Games
	Flag Football	Intermediate Aquatics
	Soccer/Speedball	Softball
	Basketball	Field Hockey
	Lacrosse	Team Handball
	Volleyball	Social Dance
	Folk and Square Dance	Archery
	Badminton/Squash	Bowling
	Golf	Paddleball/Racquet/ Handball
	Tennis	
	Track and Field	Weight Training for Fitness
	Wrestling	
	Stunts and Tumbling	Gymnastics on Apparatus
	Senior Lifesaving	
Writing:	Foundations of Biology	Applied Performance Area I, II
	College Biology I, II	
	Accounting Fundamentals	Instrumental Workshop I,II,III,IV
	Business Syposia - Workshop	Introductory College Mathematics
	Business Mathematics	(Students do not have to complete remediation in Writing prior to enrolling in any college-level Math course)
	Fundamentals of Typewriting	
	Elementary Typewriting	
	Art Appreciation	
	Fundamentals of ART I, II	
	Two-Dimensional Design I	Architectural Drawing I,II,III,IV
	Drawing I	Construction MethodsI,II
	Life Drawing	Introduction to Chemistry
	Fundamentals of Painting I, II	College Chemistry I,II
	Museums and Galleries	Construction Materials
	Arts & Crafts Workshop I	Technical Chemistry I, II
	Fundamentals of Modern Dance I	Technical Chemistry Laboratory
	Fundamentals of ACTING I	Chemistry Seminar
	Voice and Diction	Chemistry Calculations
	Effective Speech	
	Functional Piano	Instrumental Methods
	Voice Class I, II	Electric Circuits I,
	Keyboard Class I, II	College Physics I,
	College Choir I,II,III IV	Theory of Optics I

Engineering Graphics	Building Equip.I, II
Introduction to Social Science	Beginner Aquatics
Modern Dance	Graded Group Games
Flag Football	Intermediate Aquatics
Soccer/Speedball	Softball
Basketball	Field Hockey
Lacrosse	Team Handball
Volleyball	Social Dance
Folk and Square Dance	Archery
Badminton/Squash	Bowling
Golf	Paddleball/Racquet/ Handball
Tennis	
Track and Field	Weight Training for Fitness
Wrestling	
Stunts and Tumbling	Gymnastics on Apparatus
Senior Lifesaving	

Gloucester

Reading: Presently, students are permitted to enroll in any other non-prerequisite course if they do not complete remediation in Reading. This policy is currently under review.

Writing: Presently, students are permitted to enroll in any non-composition course that does not require a prerequisite if they do not complete remediation in Writing. This policy is currently under review.

Hudson

Reading: None

Writing: If a student does not complete remediation in writing, but does so in reading, the student may take college courses in areas other than English and mathematics. If a student does not complete remediation in writing, but does so in reading and mathematics, then the student may take college level mathematics courses as well.

Mercer

Reading: Typing	Principles of Construction
Contemporary Society	

	Concepts in Health & Fitness	Visual and Performing Arts
	Drafting	Mathematics (by placement)*
Writing:	Typing	Principles of Construction
	Contemporary Society	Concepts of Physical Education
	Data Processing	Telecommunications
	Drafting	Mathematics (by placement)*
	Electrical Circuits	
	Visual and Performing Arts	

*Students with multiple deficiencies are required to enroll in a non-degree program consisting entirely of non-degree credit courses.

Middlesex

Reading: No restrictions

Writing: All courses except college-level English courses.

Morris

Reading: All first-level college courses

Writing: Business Organization and Management; Data Processing Concepts; Sociology I; All History Sequences; General Psychology; Music Theory I; Principles of Marketing I; Introduction to Criminology; American Government; Introduction to Recreation Services; Elementary Typewriting; Elementary Shorthand; Plant Science I; Manufacturing Processes; Basic Drafting; Business Communications I; Office Procedure; Introduction to Engineering; Introduction to Basic Programming Language; Anatomy and Physiology; Nursing as a Career; Drawing I; and Color and Design I

Ocean

Reading: All courses except higher-level reading courses.

Writing: All courses except English courses or courses with an English prerequisite.

*Note: Students with deficiencies in reading and writing are limited to 14 s.h. credits and must select the courses from a list of low verbal "limited load" courses (i.e. Typing, Information Processing, Individual Sports, Swimming, Lifesaving, Karate, Individual and Team Sports, Modern Dance, Ceramics, Creative Craft Skills, Modern Ballet, Fundamentals of Reading, Dev. Reading, English Fundamentals, specially designed Journalism courses, Voice and Diction, Intro to Keyboard, Intro to Music Appreciation, Intro to Acting, Stagecraft, Theatre Workship, Intro to Social Sciences and Personal & Career Development).

Passaic

Reading: Physical Education, Typing, Speech, College Survival

Writing: Same as reading.

Salem

Reading: Introduction to Human Studies, Introduction to Life Sciences, Introduction to Physical Sciences, Ornamental Glassblowing; Basic Computer Systems; Human Potential and Career Awareness*, Introduction to the Technologies*, Fundamentals of Health Services*; Introduction to Drafting, Lab Methods/Practices (glassblowing), Typewriting I, Business Office Machines, AC Control Circuits, Process Instrumentation, Introduction to Studio Art, Contemporary Crafts, Elementary Accounting.

Writing: Same as Reading.

*Non-graduation credit.

Somerset

Reading: Students required to take remediation in reading are allowed to co-register for

English I and other first-level college courses.

Writing: All first-level courses with the exception of English I, English II or any literature course.

Sussex

Reading: At present, no official policy exists for reading and writing. One will be in place for Fall 1985 registration.

Writing: Same as Reading.

Union

Reading: All college-level courses (limited to 12 credits in certain cases, i.e., multiple remedial needs).

Writing: All college-level courses except English courses.

Warren

Reading: All first-level courses except English Composition I.

Writing: Same as Reading.

APPENDIX F

The following is a listing, by sector, of first-level courses which students ARE NOT ALLOWED to take without first completing remediation in MATHEMATICS. All data are based upon self-reported information submitted by the institution.

SECTOR: STATE COLLEGES

Glassboro

Elementary Statistics
Experiencing Math
Introduction to Geometry
Intermediate Algebra
Structures of Arithmetic
Precalculus Mathematics
Introduction to Computer Science

Jersey City

Elementary Algebra and above
College Chemistry I, II
College Physics I, II
Data Processing

Kean

College Algebra and Trigonometry
Computer Arithmetic Algorithms

*NOTE: All students identified as needing remediation in mathematics must take a first-level remedial course in algebra. However, students enrolled in math-related curricula are required to take a second-level remedial course, prior to completion of which they are permitted to take certain college-level math courses.

Montclair

Mathematics/Computer Science courses

Ramapo

Algebra/Statistics
Fundamentals of Math for Science

Computer and Finite Mathematics
Computer Science I
Algebra and Functions
Trigonometry
Calculus I
Discrete Structures
Introduction to Physics

Stockton

During their first semester, students who are taking BASK courses are advised by their preceptors to register for only those non-skills courses that are independent of the appropriate skill areas. This advice is based on a multitude of individual student characteristics including area of deficiency, degree of deficiency, number of areas of deficiency, and other individual traits. Consequently, it is impossible to list specific non-skills courses these students may or may not enroll in. Students who do not successfully complete remediation by the beginning of their second semester are advised to take courses in which the instructor has agreed to emphasize further development of basic academic courses. Again, it is impossible to list specific courses since this list would depend on the individual student and on the appropriate courses that would be available that semester.

Trenton

Statistics I and II
Elementary Analysis
Quantitative Analysis
Differential and Integral Calculus
Calculus I

Students are permitted to take Foundations of Math & Math in the Liberal Arts.

Wm. Paterson

Introduction to Chemistry
General Chemsitry I
Introduction to Physics
Contemporary Mathematics
Intermediate Algebra
Precalculus

Finite Math
Introduction to Basic
Computer Science I
Elementary Statistics
Calculus

Thomas A. Edison

Institution cannot prevent students from enrolling in courses at other colleges, but they do restrict the transcription of credits if a student does not complete the basic skills requirement.

SECTOR: COUNTY COLLEGES

Atlantic

Basic College Math
Introduction to Chemistry

Bergen

Mathematics
Chemistry
Logic
Electricity & Electronics
Statistics
Computer Programming
Computer Science

Brookdale

Statistics
Fundamental Concepts of Mathematics
Finite Mathematics
Intermediate Algebra

Burlington

Students are not allowed to take any college-level math course if they have not completed remediation in math. Sometimes, these students manage to bypass the system and enroll in Business Math or Statistics.

Camden

Intermediate Algebra
Finite Mathematics
Elements of Statistics
College Algebra and Trig.
Calculus 1
Calculus 2

Cumberland

Accounting 103 and 104
Nursing 105 or above
All first-level Math courses
Computer Literacy 101
Data Processing Concepts 101
Engineering 101
Physical Science
Physics 101
Aviation Maintenance courses
Industrial Technology courses
Chemistry

Essex

Math 100 (or any college-level math course)
Architecture 131
Chemistry 103
Physics 101
PEN 117 (Descriptive Geometry)

Gloucester

Any courses with a mathematics prerequisite or courses requiring mathematical computation.

Hudson

Business Math
Math Analysis I, II, III
College Algebra
Mathematics for the Health Sciences

Mercer

Courses in the following areas:
Accounting

Architecture
Engineering
Drafting
Marketing
Nursing
Mortuary Science
Radiography
Med. Lab. Tech.
Biology
Chemistry and Physics
Physics
Data Processing
Mathematics
Aviation

Middlesex

All college-level mathematics, science and technology courses.

Morris

I. If Basic Mathematics (MAT 011) is required, student cannot take BUS 111 (Business Mathematics), MAT 015 (Basic Algebra, MAT 101) (Mathematics for Laboratory Technicians I), or MAT 115 (Modern Mathematics I).

II. If Basic Algebra (MAT 015) is required, student cannot take MAT 111 (Applied College Mathematics), MAT 117 (Mathematical Analysis for Business and Economics), MAT 124 (Statistics), MAT 127 (Algebra and Trigonometry), MAT 131 (Analytic Geometry and Calculus I), or CMP 103 (Data Processing Mathematics).

Ocean

Any other Math course or courses with a math prerequisite.

Passaic

Courses that require computation or algebra as requisites (science and mathematics).

Salem

Applied Mathematics
College Algebra I

Somerset

Number Systems
Concepts of Mathematics
College Algebra
Technical Mathematics I and II
Precalculus Mathematics
Statistics and Probability
Calculus I and II
Unified Calculus I, II and III
Differential Equations
General Physics
Engineering Graphics
Introduction to Engineering
General Chemistry
All technology courses

Sussex

Any college-level math courses.

Union

College-level math courses.

Warren

Any college-level math course.

SECTOR: NJIT/RUTGERS

NJIT

Math 111 - Calculus I

Math placement is not mandatory, but 98% of the students comply with the recommendations. Generally, when a student is placed in review math, he or she will not move on to calculus until satisfactorily completing the review course.

Rutgers - CCAS

Fundamental Math Systems
Unified Calculus

Linear Math for Business and Economics
Calculus for Business and Life Sciences
Any statistics course
Any computer science course
Finite Mathematics
Introduction to Mathematical Thought
College Algebra
Pre-Calculus College Mathematics

Rutgers - NCAS/Nursing

Mathematics
College Algebra or above
Statistics
Quantitative Methods in Psych, Sociology or Urban Studies
General Chemistry
General Physics
Computer Science

Rutgers - New Brunswick

Students who do not complete remediation in math cannot take any first-level, credit-bearing math courses: they also cannot take any course which requires successful completion of college-level courses in math, such as calculus.

APPENDIX G

PROBLEMS ENCOUNTERED IN TESTING, PLACING AND INSTRUCTING STUDENTS IN BASIC SKILLS OR IN EVALUATING BASIC SKILLS PROGRAMS BY SECTOR

STATE COLLEGES

- Institution still encounters several problems in testing, placing and advising students into correct courses, stemming from unique, urban student population (large numbers of students apply and register at the last minute).

- Institution has difficulty in testing and instructing part-time students.

- Institution has difficulty in answering some of the questions as phrased in the Effectiveness Report.

- As non-matriculated students at other colleges, students are often delayed in taking remedial courses (Institutions is a non-teaching college and thus offers no courses in remediation).

- Institution should not be included in statistical analysis of remedial enrollments, since students are included by other institutions in their enrollments.

- Institution is having difficulty arranging for remediation in out-of-state colleges where some students enroll.

NJIT/RUTGERS

- Late application and admissions cause delays in testing and placement. Institution has trouble making certain that students assigned to English 099 actually take it.

- None for those students requiring testing, as far as logistics. However, (1) the summer EOF program helps prepare students for fall courses but they must be tested only half-way through the program in order to obtain results in time for

placement; and (2) NJCBSPT itself is the mechanism by which ESL students are identified, so testing of ESL students cannot be postponed until after their ESL courses.

- Main computer support systems' schedules are too late to aid in reporting on the program.

- Students were placed on the basis of criteria developed by the departments. Formulae for placement included reference to the NJCBSPT (local scoring) and VSAT and/or MSAT.

COUNTY COLLEGES

- Institution has difficulties in (1) testing new students who come during late registration; (2) testing part-time, non-matriculating students as they reach 12 credits; (3) retaining students who are succeeding in skills classes but are failing other courses; and (4) factoring out elements external to the program which may be affecting students' success and failure.

- Institution's merged master tape was accidentally erased. Tape was recreated from original answer sheets. Approximately 60 essay scores are missing. Also, an investigation of the rreading placement rate is being conducted. It is hypothesized that many of the students who registered for Spring 1985, and did not take the remedial course, actually tested out.

- Problems receiving data form other institutions, enrolling part-time students in appropriate courses, and tracking full-time students who subsequently become part-time.

- Institution lacks sufficient computer support.

- The part-time non-degree seeking student reaching the 12 credit enrollment point is a confusing situation, especially in attempting to track those part-time students who do not enroll in consecutive semesters.

- Facilities are not always available to tesб students.

- Institution has not been in a position to computerize student records. Therefore, retrieving information is very difficult and time consuming.

- Casual students, mail-ins, and those for whom one subject or another are simply hobbies--these students are hard to test. Institution does not test senior citizens unless that is their wish. Institution cannot afford the counseling and tutoring needed to support a large remedial effort.

- Institution has a problem with remediating part-time students who require remedial mathematics. Also, grade inflation and weak high school curriculum tracks pose problems when too much reliance is placed on high school records for placement.

- Institution has identified the following problem areas: (1) Older, non-degree students taking courses only for interest resist taking tests, and (2) largest proportion of failures in remedial courses.

- At present, placement and remdiation policies for students are determined by the contracted institutions they attend. Negotiation with contracted institutions are underway whereby all testing, placement, and remediation will become the responsibility of parent institution.

APPENDIX H

SUPPLEMENTARY QUESTIONNAIRE ON FALL 1983

PART-TIME COHORT[1]

RUTGERS/NJIT[3]

	NUMBER OF STUDENTS IDENTIFIED FOR REMEDIATION #	NUMBER OF STUDENTS WITH FOUR SEMESTERS OF ATTENDANCE #	ENROLLED IN APPROPRIATE REMEDIAL COURSE IN SUMMER 1983 THROUGH SPRING 1985 #	% [2]	RANGE
READING	12	3	0	0	-
WRITING	29	11	7	64	-
MATH COMPUTATION[4]	-	-	-	-	-
ELEMENTARY ALGEBRA (as defined by college)	56	26	14	54	-

[1] Based on those identified as part-time students in the 1983 Annual Basic Skills Questionnaire

[2] Percent of those with four semesters in attendance

[3] Only Rutgers data is included. NJIT had no students identified for remediation in reading and writing and their math course begins at the level of trigonometry.

[4] Rutgers New Brunswick does not offer a remedial computation course. Due to technical problems they were not able to report the small number of students at other campuses identified as needing remediation in computation.

APPENDIX H

SUPPLEMENTARY QUESTIONNAIRE ON FALL 1983

PART-TIME COHORT[1]

STATE COLLEGES[3]

	NUMBER OF STUDENTS IDENTIFIED FOR REMEDIATION	NUMBER OF STUDENTS WITH FOUR SEMESTERS OF ATTENDANCE	ENROLLED IN APPROPRIATE REMEDIAL COURSE IN SUMMER 1983 THROUGH SPRING 1985		
	#	#	#	%[2]	RANGE
READING	444	253	243	96	(86-100)
WRITING	285	141	141	100	(94-100)
MATH COMPUTATION	288[4]	186[4]	178[4]	96	(91-100)
ELEMENTARY ALGEBRA (as defined by college)	568[5]	393[5]	370[5]	94	(90-100)

[1]Based on those identified as part-time students in the 1983 Annual Basic Skills Questionnaire

[2]Percent of those with four semesters in attendance

[3]Numbers are underreported since four institutions could not be included in cohort. One institution could not provide the supplementary questionnaire and three could only provide partial data.

[4]Of those reporting, one institution does not offer a remedial computation course.

[5]Of those reporting, one institution does not offer a remedial elementary algebra course.

APPENDIX H

SUPPLEMENTARY QUESTIONNAIRE ON FALL 1983

PART-TIME COHORT[1]

STATEWIDE

	NUMBER OF STUDENTS IDENTIFIED FOR REMEDIATION [4]	NUMBER OF STUDENTS WITH FOUR SEMESTERS OF ATTENDANCE [4]		ENROLLED IN APPROPRIATE REMEDIAL COURSE IN SUMMER 1983 THROUGH SPRING 1985 [4]		
	#	#	%[3]	#	%[2]	RANGE
READING	2130	762	(36)	643	84	(48-100)
WRITING	2079	591	(28)	535	91	(17-100)
MATH COMPUTATION	2732	827	(30)	698	84	(42-100)
ELEMENTARY ALGEBRA (as defined by college)	2706	1077	(40)	829	77	(48-100)

[1]Based on those identified as part-time students in the 1983 Annual Basic Skills Questionnaire

[2]Percent of those with four semesters in attendance

[3]Percent of those students identified for remediation

[4]Numbers are underreported since nine institutions could not be included in cohort. Two institutions could not provide the supplementary questionnaire and seven could only provide partial data.

APPENDIX H

SUPPLEMENTARY QUESTIONNAIRE ON FALL 1983

PART-TIME COHORT[1]

COUNTY COLLEGES[3]

	NUMBER OF STUDENTS IDENTIFIED FOR REMEDIATION	NUMBER OF STUDENTS WITH FOUR SEMESTERS OF ATTENDANCE	ENROLLED IN APPROPRIATE REMEDIAL COURSE IN SUMMER 1983 THROUGH SPRING 1985		
	#	#	#	%[2]	RANGE
READING *	1674	506	400	79	(48-100)
WRITING *	1765	439	387	88	(17-100)
MATH COMPUTATION[4,5]	2444	641	520	81	(42-100)
ELEMENTARY ALGEBRA[5,6] (as defined by college)	2082	658	445	68	(48-100)

[1] Based on those identified as part-time students in the 1983 Annual Basic Skills Questionnaire

[2] Percent of those with four semesters in attendance

[3] Numbers are underreported since five institutions could not be included in cohort. One could not provide the supplementary questionnaire and four could only provide partial data.

* Three institutions offer integrated reading and writing course. Their data is reported with reading.

[4] Of those reporting, one institution does not offer a remedial computation course.

[5] One institution offers an integrated computation/algebra course. Their data is reported with algebra.

[6] Two institutions are not included in data. One did not provide data and the other does not identify students as needing remediation in algebra.

NJCBSPT Publications and Related Reports*

Interpreting Mathematics Scores on the New Jersey College Basic Skills Placement Test

Interpreting Scores on the New Jersey College Basic Skills Placement Test

Scoring the Essay

Teaching Reading & Writing: Observations derived from the results of the New Jersey College Basic Skills Placement Test

Results of the New Jersey College Basic Skills Placement Testing, Fall 1984: New Jersey Basic Skills Council, May, 1985

Report on the Effectiveness of Remedial Programs in New Jersey Public Colleges and Universities, Fall 1982 - Spring 1984, New Jersey Basic Skills Council, February, 1985

Student Information Bulletin 1985

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*Publications and reports are available from the Basic Skills Office, New Jersey Department of Higher Education, 225 West State Street, Trenton, NJ 08625.

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